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# The Innovation and Sharing of Teaching Practices--II: Procedures for Stimulating Adoption and Adaptation of Selected Teaching Practices. Final Report.

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A project was developed involving a state organization of teachers and teams of teachers in local school systems to demonstrate how selected teaching practices could be disseminated to interested teachers. The state organization provided the organizing link among the different school systems and established criteria. The members of the area teams acted as researchers into innovative teaching practices and as disseminators of the new practices. Difficulties that mitigated against the most effective involvement of the state organization included rapid turnover in leadership, political orientations, lack of local structure, and lack of experience with or commitment to research. The study demonstrates that there is a need for a vastly improved flow of information to teachers about available resources. There is a critical need for supportive interpersonal relations among teaching colleagues to create a climate of freedom to innovate, and to provide the motivation to do so. In-service educational activities (for teachers) are needed for a climate supportive of innovation. A bibliography and questionnaires for the study of innovation, along with other supporting material is appended. (RP)

FINAL REPORT
Project No. D-137
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# THE INNOVATION AND SHARING OF TEACHING PRACTICES--II:

## Procedures for Stimulating Adoption and Adaptation of Selected Teaching Practices

September, 1967

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HEALTH, EDUCATION, AND WELFARE

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Project No. D-137
Contract No. OE-4-10-197

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The Center for Research on Utilization of Scientific Knowledge
Institute for Social Research
The University of Michigan

# PREFACE

This report is one of a pair that is concerned with a project dealing with the improvement of educational practice in the classroom. The first report deals with that part of the project emphasizing diagnostic research--the task of determining personal, interpersonal and organizational conditions facilitating the innovation and sharing of teaching practices. This report concentrates upon development of designs for the utilization of this knowledge to improve classroom teaching.

If the process of educational improvement occurs within the classroom, it is usually because the teacher is oriented toward change and feels free to invent and try out new ideas and procedures that seem to be needed and appropriate. Some teachers are educational inventors - change creators - and others are not. But regardless of personal qualities, no single practitioner can be expected to be the major source of new ideas and procedures in such a complex field of technology as the teaching of children. Much of the growth in professional competence must be supported by others and often imported from others' discoveries.

What are the characteristics of the teacher which result in high or low inventiveness? What are the organizational characteristics of schools in which a climate exists whereby individual teachers can feel free to exercise their own creative ideas and tap the relevant resources of others? These are the foci of our first report analyzing some of the personal, interpersonal and organizational factors which facilitate and/or inhibit the innovation and spread of creative teaching practices.[1]

The process of the identification, spread and utilization of such practices requires that innovations by school building peers, neighboring schools, other school systems, and University research and development centers become visible, relevant, and usable. The developmental program described in this report documents efforts of the second project to develop procedures which help teachers and school systems facilitate and spread creative teaching.

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[1] Mark Chesler and Halim Barakat. The Innovation and Sharing of Teaching Practices--I: A Study of Professional Roles and Social Structures in Schools. Final Report, U.S. Office of Education Cooperative Research Project No. 2636. Ann Arbor: Institute for Social Research, University of Michigan, 1967.

Although the two phases of the project had the same senior staff leadership, there were often sharp differences of identity and orientation of those who viewed themselves as "the researchers" and those who were "the action people." This division of team identity was supported by separate funding of the two phases of the project. At various points in the development of research and action efforts these separations of personnel and orientation resulted in conflict and confusion about priorities within the staff. Some of these problems will be apparent in the reports. But we believe that the more dominant fact is that the staff of both projects often overlapped functionally, thus enriching our entire effort by their creative interaction as well as their disagreements. Moreover, the entire staff did have a "research and action" commitment to the idea that education, or any other field of practice, can best be improved by combining basic research interests and theory with experimental action and evaluation inquiry and the skill of expert practitioners.

The success of the project in exploring these questions has been due to the enthusiasm and cooperative efforts of many school people--particularly the teachers and administrators of the four southeastern Michigan school systems who participated in the experimental efforts; and the elected leadership of the Michigan Department of Classroom Teachers (especially the four successive Presidents: David Stipe, Richard Wirth, Florence Mason and Ray Safranoff, and two MDCT Area Directors: Emma Lou Cooper and Mrs. Theora Cass).

The project profited from the leadership of three project directors in successive years: Don Dennerll, Orian Worden, and Jack Logan. Other collaborators were Mark Chesler, Halim Barakat, Eileen Entin, Jeannie Lee, Mary Flanders, Stanley Morse, and Susan Swap. The co-authors of this report, Robert Fox and Ronald Lippitt, were assisted in the preparation of the first draft by Mrs. Flanders, Mr. Morse and Mrs. Swap. The secretarial work has been ably managed by Karen Donahue.

August, 1967
Ann Arbor, Michigan

# TABLE OF CONTENTS

Page

Preface ---------------------------------------------------- ii

Table of Contents ------------------------------------------ iv

CHAPTER

I. Introduction ------------------------------------------- 1

II. The Change Challenge and the Change Task -------------- 8

III. Demonstration Plans and Procedures -------------------- 13

IV. Collaboration with the Michigan Department of Classroom Teachers ---------------------------------- 21

V. Area Team Activities ---------------------------------- 35

VI. The Innovation Survey: A Design for Identification, Documentation, and Dissemination of Innovative Teaching Practices --------------------------------- 43

VII. A Design for a Sharing of Innovative Practices Institute ------------------------------- 59

VIII. Feedback: Development of the Climate for Innovation and Adoption -------------------------------------- 64

IX. Program Activity Guides for Stimulating Innovation and Sharing ------------------------------------- 86

X. Summary, Conclusions and Recommendations ----------- 154

Bibliography -------------------------------------- 168

APPENDICES

A. Teacher Instruments--Part I and Part II

B. Catalogue of Promising Practices for the Improvement of Pupil Mental Health and Learning

C. Illustrative Detailed Descriptions of an Innovative Practice Selected for Dissemination

D. End of Feedback Meeting Summary Sheet

E. Feedback Session Evaluation Form

F. Bibliography of Articles Published

G. Typical Series of Data Feedback Slides

# CHAPTER I

## INTRODUCTION

A major aspect of the teaching role is constant flexibility, imagination and change in teaching technique and method. The classroom teacher often has to present new material in new ways to new students. If he didn't vary and constantly improve upon his procedure, he could not adapt effectively to students' changing needs and behaviors in the classroom. This is the essential reason innovations in teaching style and content occur despite the potential barriers established by self, peer relations and school authorities. In addition to interpersonal barriers, numerous demands are placed upon the teacher to accomplish a variety of administrative and time-consuming tasks, as well as for teaching to be standardized and related to tried and tested patterns. As we have changed from one-room schoolhouses to larger community schools, increased organizational demands have been placed upon teachers and principals. Time and energy limitations, administrative duties, and aspects of the peer and authority systems may well inhibit the development of flexible and creative teaching.

When educational innovations have been subjected to scientific scrutiny, the emphasis most frequently has been placed upon the innovation itself, rather than upon the conditions within persons and systems involved in its invention and diffusion. Miles notes this trend in decrying "the popular view that the content or demonstrated efficacy of a particular educational innovation, as such, is the crucial thing in determining whether or not it will be adopted and used effectively." (1965, p. 13). It is not our contention that characteristics of innovations are unimportant; but that organizational features of the school, which are seldom examined, are also crucial.

One result of the inhibition of teacher innovation and sharing is that the job of developing innovative classroom practices and disseminating them to teachers is undertaken by other persons, or even by other institutions outside the school. Principals seldom have the time or energy to do this; neither do most higher level administrators. It is often left to curriculum specialists or academicians to focus upon new methods and materials, as well as to interest teachers in their use. Scientists and administrators concerned with the innovation and spread of educational ideas most often see teachers as a target group to be molded, changed or influenced. Teachers seldom are seen or treated as the source of new ideas and practices or the creative adapters of worthwhile experiments. In fact, in the forward to Miles' book, Innovation in Education (1964), Foshay describes nine groups of people actively involved in educational innovation. None of these groups is teachers!

This strategy of specialization of change efforts has many economical features, but it also creates several problems. In the first place, many appropriate new methods are bound to come from those practitioners closest to the classroom, and not those far removed from the scene. Further, teachers may need to feel and demonstrate their own sense of esteem and professional competence, and might do this by rejecting or sabotaging ideas coming into the system from the outside. Recent experience in professional settings suggests that many good ideas may develop from the bottom up, rather than from the top down. Ideas that do start from the bottom--from teachers' experiences--may have a greater chance of being accepted and actually used by teachers in their own and others' classrooms. When ideas are freely shared, other teachers can help refine suggested practices and modify them for use in their own classrooms. This pattern of innovation and communication flow takes full advantage of creative teachers' professional skill at the same time it helps create a climate for democratic participation in educational improvement. It also places teachers in an active inventive and influence posture, rather than in a passive receptive role. When teachers do not share their professional inventions and reactions with their colleagues, they cannot and do not contribute to each other's growth and competence. The educational enterprise is thereby deprived of a prime source of skill, expertise and quality control.

This, then, is the central problem for our work. What conditions encourage meaningful and effective teaching innovations? Under what school conditions do teachers share their new ideas with their colleagues or adapt and adopt colleagues' ideas for themselves? What is the effect of the organizational context--varying peer patterns and principal-staff relations--in schools? How can we utilize our knowledge about these conditions to facilitate greater innovation and sharing? How can these school-organizational conditions be manipulated to improve education?

## The Character of Innovation and Sharing

What is an innovation? And what is a teaching innovation? What does it mean to share an innovation? An innovation is best described as something new, either in terms of a process for doing something, or as a product which can be used. Sharing involves the passing on of that innovation in some exact or modified form to others. It does not mean that others actually use it, but that they know about it.

The scientific study of innovation and diffusion has flourished most widely in the fields of pharmacy and agriculture. Many studies in these areas are summarized by Rogers (1962) and Katz and his colleagues (Katz, 1961; Menzel and Katz, 1955). In the drug industry studies, the innovation is characteristically a pharmacological discovery or operation. The brunt of the research concentrates not upon the discovery process, but upon the diffusion of the innovation. Similarly, the great majority of the studies reported by Rogers are essentially concerned with what happens after a new farming practice is invented--how it is received and initiated, or modified and used or rejected by others. He states, in fact, that "Innovators are the first members of a social system to adopt new ideas." (1965, p. 55). In this study our concern is not solely the process of sharing and adoption. It is also with the conditions that surround the process of innovation and public awareness of its existence. Once an innovation becomes public it can be shared with others, and thus begins the diffusion process. Sharing leads to further diffusion and the potential acceptance of the innovation by others.

Studies of innovation in education have not focused, in the way the drug and farm studies have, upon the individual practitioner's behavior. They have been much more concerned with new programs that have been invented or created for system-wide adoption.. In those instances where teacher behavior is a concern, teachers are not conceptualized as active agents in a change or utilization process, but as targets of someone's influence attempts (Guba, 1966; Pellegrin, 1966). In such analyses and programs, the key personnel are "gate keepers"; superintendents, curriculum coordinators and sometimes principals. This trend in research and practice is also reflected in Miles' (1964) outstanding compendium of educational innovations and innovation research. The sole article in this volume that does deal with teachers' innovations is by Fox and Lippitt (1964).

In this study we are not concerned with new system-wide programs and policies. Rather we are concerned with the teaching practices the individual teacher reports he uses in his own classroom. The meaning we give to innovation is defined by the teacher's perception, and sometimes that of a colleague, that he is using a technique new for him. It is, of course, possible that what is new to one teacher is not new to another. But if it is new to the inventor it does represent his creative power at work, and is therefore worthy of our attention. In this regard we distinguish between several types of innovations according to their source; a self-invention, a practice adopted directly from someone or somewhere else, or an adaptation or modification of another practice.

It is also problemmatic to rely on teachers' self-reports of their behavior; it is possible that a teacher's self-report may not be congruent with his actual behavior. In some cases peer reports call attention to this gap between saying and doing, or at least between doing in private and doing in public. In these instances some of the potential distortions of self-reports can be controlled. Further distortions can be controlled by objective evaluation of reported innovations. We have further limited the meaning of innovation by concentrating upon those practices which are designed to improve the classroom learning climate, thereby de-emphasizing systemic innovations such as new texts, curricula and school-wide tracking, and mere classroom gimmicks such as bulletin boards, new marking procedures, roll books or library content.

As we have already suggested, in almost no area of organized human interaction is innovation as important as in the teacher-learner transaction. Its very importance, coupled with the peculiar environmental setting within which it occurs, make the innovative act in education markedly different from the process in agricultural or medical institutions. In both these latter areas of social practice the products--more farm yield, faster healing, higher profits--are visible and often assessable. In education this is seldom the case. As a result of often inadequate goal statements, lack of goal consensus, and infrequent evaluation and assessment, there are few clear ways to know and agree upon what is working well, better or best in education. The goals of education are seldom precise and seldom agreed upon by various groups of professionals or the lay public. The public educational system deals with such cultural pluralism by accepting the goals and styles of many groups and not promoting controversy or hegemony with unequivocal value commitments. This lack of goal precision and consensus makes the systematic evaluation of student growth, and evaluation of the teacher's contribution to this growth, very difficult.

The character of educational innovation and adoption or adaptation is also often different from innovation in technological areas. Given the relevance and plurality of values in the educational setting, a new practice often involves not only new habits or skills on the part of the practitioner, but new attitudes and moral commitments as well. Since each classroom procedure implies certain learning goals, goal reorientation may be an essential part of a change in this procedure.[1]

Most teachers are committed to doing a good job in the classroom; many spend extra hours and energy improving their skills and abilities. Since it appears to us that increased professional competence goes hand in hand with a greater personal repertoire of teaching styles, and thereby the willingness to innovate in the classroom, we see innovation and communication of innovation as a part of the teacher's professional role. The critical questions for us are: Under what organizational conditions are teachers encouraged to develop and publicize this role? What conditions and procedures will facilitate effective spread and utilization of the innovations of others? This question of procedures and spread of new practices naturally takes us into the question of networks of diffusion. Is it possible to organize effective spread within a building? Within a state system? A professional society? The national educational establishment? What conditions of administration and organizational structure are necessary to support the development and maintenance of these procedures?

In our first report[2] we presented the results of our inquiries into the social conditions within school buildings which stimulate and support the development and spread of innovative teaching practices.

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[1] Chapter 2 of the companion report reviews in detail the literature relevant to the problems of change in educational settings. See Mark Chesler and Halim Barakat, The Innovation and Sharing of Teaching Practices I: A Study of Professional Roles and Social Structures in Schools. Final Report, U.S. Office of Education Cooperative Research Project No. 2636. Ann Arbor: Institute for Social Research, The University of Michigan, 1967.

[2] Mark Chesler and Halim Barakat, op cit.

In this second report we are summarizing several efforts to take the next steps beyond diagnosis. We attempted to derive and test out several strategies of educational improvement aimed at identifying, documenting, evaluating, and disseminating the conditions, objectives, and procedures of innovative education.

For the reader who has not had an opportunity to read the first report we summarize the major conclusions briefly as follows:

--Age, sex, and length of time spent in the teaching profession did not relate significantly to teacher innovation and sharing of teaching practices.

--There is no systematic relationship between level of educational training and professional innovation and sharing.

--Teachers who are particularly concerned with pupil-planned and informal classrooms seem to share their techniques more than their colleagues of opposed persuasions.

--A feeling of alienation from school was significantly related negatively to both innovation and sharing amongst secondary school teachers.

--Those teachers who had a sense of their own personal power and felt their role was influential in school decision-making processes more often were involved in professional innovating and sharing.

--Teachers are generally dissatisfied with the distant and heirarchial control pattern evident in their schools.

--Those teachers who perceive themselves in the midst of informal staff groupings or networks, are more likely to innovate and share practices than are their colleagues who feel they are on the periphery or even excluded from informal networks.

--Teachers who feel that informal relations with colleagues are friendly, are more likely to share with their colleagues.

--Teachers who see the staff, and their roles within the staff, as more cohesive and personal are least likely to feel alienated from school.

--Teachers who are most intimately involved in professional communication and transaction with their colleagues are also more likely to be highly involved in innovating and sharing.

--Teachers who are highly nominated by their colleagues on a sociometric communication measure, and teachers who travel to school with their colleagues, and teachers who serve on staff committees that necessitate their involvement with colleagues on professional matters are more often involved in sharing.

--Those teachers who serve on school committees are more likely to report that they adapt or adopt others' innovations than they are to invent their own.

--When peers on a school staff see the social structure of their staff similarly, that staff innovates and shares more often than do others.

--Staff feelings that there are strong pressures upon them to conform to school norms and procedure are negatively related to innovation and positively related to alienation.

--Teachers who see their principal as exerting substantial upwards influence and minimal downwards influence are most likely to innovate.

From the study of these findings, and those of our previous work and that of others, there seemed to be several implications for the direction of strategic efforts to improve the quality of teaching practice:

1. There is need for a vastly improved flow of information to teachers about the existence of available resources of teaching materials and teaching practices developed outside the school building, and developed by colleagues within the school building.

2. There is critical need for supportive interpersonal relations among teaching colleagues in the building to support a climate of freedom to innovate and freedom to try out new practices developed by others.

3. The perceptions of and relationship to the building administrator are very important in supporting or inhibiting efforts to innovate in the classroom.

4. A personal sense of connection with, or alienation from, one's professional role and professional colleagues is a crucial source of motivation or lack of motivation to put energy into the innovation and adoption of new teaching practices.

5. We must develop some type of human network which is committed to establishing and maintaining a flow of information about new educational ideas and practices between teachers, between buildings, and between school systems.

6. And, complementary to this fifth implication, we must develop types of inservice training events and procedures which encourage teachers to seek new ideas and practices and to develop the skills of adopting and utilizing them in their own classrooms.

These and other derived implications from our study of the diagnostic research posed for us the two major questions which guided the work reported in this second phase of our program:

1. What kinds of changes in the processes of identification and spread of new practices need to be introduced into school systems and school buildings?

2. What procedures are effective in introducing such changes?

# CHAPTER II

# THE CHANGE CHALLENGE AND THE CHANGE TASK

When teachers are asked to nominate descriptions of innovative teaching practices we find that most frequently they nominate things they themselves are doing because they lack information about activities of their colleagues or about the developmental efforts being carried on in university-based Research and Development Centers or such facilities as regional laboratories. In other words, for most teachers, the professional world "out there" or even "down the hall" is not available as a resource for the stimulation of thinking and the improvement of practice.

When we examine individual classroom situations we discover that many teachers have responded to situational confrontations by making innovative modifications in their teaching practice. However, they are unable to articulate their innovation or the rationale for it, have no evaluation of its effectiveness, and have no developmental work underway aimed at improving and validating the innovation. In other words, many teachers have the resourcefulness to be inventive, but they do not have the conceptual sophistication or the methodological skill to validate or to describe or disseminate their creative effort.

In addition, we need to recognize that teachers are just beginning to overcome their orientation of powerlessness with regard to taking initiative to change the educational system and their own role in it. This project was conducted at a time in the history of education when a major transition was underway in the pattern of influence between teachers and school administrators and between teachers and the community.

## The Sharing-of-Practice Force Field

Interviews with teachers and administrators and group discussions with staff units have identified a variety of factors which typically inhibit the identification and spread of innovative teaching practices. Some of these factors have to do with the physical and social organization of the school; for example: lack of good communication at faculty meetings, lack of arrangements for visiting other classrooms, lack of provision for teachers to meet together, physical isolation of classrooms, lack of anyone with responsibility in the organization for comparing information.

Another set of inhibitors has to do with interpersonal relations between teachers and between teachers and administrators; for example: competition for status, norms which support privacy and "not blowing your horn," uneasiness of the principal about new ideas, reactions of colleagues to an "eager beaver innovator." Another set of inhibiting factors derives from the personal attitudes of the teacher; for example: fear that trying something new will lead to possible failure and danger of negative evaluation, defensive assumption that one is "already doing the new things," lack of professional growth goals, dislike of children and teaching, pessimism about the effectiveness of teaching efforts with children, resistance to the idea of imitating or learning from anyone else, lack of perspective that there is any reward for putting extra energy into improvement. It is also true that some educational innovations have certain characteristics that make them difficult for others to adopt and use; for example: requires a major change in values or the development of new skills, requires new equipment and facilities, not appropriate for particular grade levels or types of students, requires a lot of effort to adapt it to particular classroom conditions.

These are examples of some of the typical barriers to diffusion of new practices identified very concretely in the experience of many teachers and administrators. What implications for the strategy of change can we derive from the knowledge of such factors?

## Implications and Strategies for Change-Effort

The first implication we drew was that one could not expect to find within a school system manpower with the skill or the time to tackle this complex job. On the other hand, outsiders could not expect to have the information or entré to introduce adequate procedures and communication linkages. Therefore, the most important basic strategy for change effort seemed to be the development of a temporary inside-outside team to initiate the necessary events and procedures.

Another implication seemed to be that teachers and administrators must come to understand conceptually and concretely the problems, possibilities, and dynamics of the innovation and diffusion process to prevent both overoptimism and rejective pessimism. One strategic model for coping with this problem seemed to us to be that of research feedback and the utilization of knowledge about the conditions of innovation and diffusion in helping set individual and school goals for participating in change efforts. Our experimentation with this strategy is discussed in Chapter VIII.

A third implication seemed to be that it would take active and systematic effort to locate and identify innovative practices in the classrooms of the system because of the various forces against communication. The best strategy seemed to be to develop a legitimized sponsored survey of everyone, giving them opportunity and guidance to nominate innovative practices, both their own and those of their colleagues. Experimentation with this strategy is described in Chapter VI.

The fourth derivation we made was that many of the innovative practices identified would be very undeveloped, unique to the particular teacher or classroom, or out of line with the best conceptions of educational practice. Therefore, it seems very important to develop the procedures for screening and evaluating all identified practices to arrive at a careful selection of those practices that should be selected as candidates for diffusion. The development of this procedure is described in Chapter VI.

A fifth derivation from the research findings was that special events and procedures would need to be established to promote the flow of adequate information about innovative practices. The two strategic models which we attempted were a special procedure for distributing detailed descriptions of innovations with opportunity for followup, and the conducting of face-to-face sharing institutes where teachers could directly interact with each other. Experimentation with these two strategies is described in Chapter VI and Chapter VII.

Finally, we derived the assumption that most teachers would need supportive followup from peers or relevant others to help them actualize their intentions to try out new educational practices. We recognize the strategy implications here suggest opportunities for skill practice, development of supporting teams, commitment from an administrator, and perhaps consultation with an outsider.

Thinking about the flow of information between school buildings and from university laboratories to school systems we recognized that some type of human network was needed beyond individuals working within their own classrooms and school buildings. From this type of thinking we derived the idea of utilizing a state organization of teachers as a mechanism for educational diffusion. Our experimentation with this mechanism is reported in Chapter IV.

## The Characteristics of a Network for Identification and Diffusion of Innovative Practice

In our analysis of the diffusion process we have identified three types of linking agents and procedures. One type of agent or procedure can be thought of as "scouting for new practices." There is a very important job of continually scanning for new practice inventions, and getting documentation of them so that they can be given visibility.

A second type of agent or procedure acts as a go-between or carrier from the source of innovation to the potential adopter, such as the extension agent in agriculture acting as a carrier between the agricultural experiment station and the farmer.

The third type of agent or procedure acts to bring the potential adopter into direct contact with the innovation or the innovator. In this project the first and third procedures were focused on as the most relevant and appropriate for the identification and diffusion of practices within a school system or between neighboring systems. The following were conceptualized as important characteristics of this linker system:

1. The linker agents or procedures must be sanctioned as legitimate and as having visibility and status for the teachers of the system, and also for the administrators. The extension agent has achieved a very high level of legitimacy and status from most farmers. The detail man in medicine has not achieved as much legitimacy and status with doctors as he tried to link them to new medical discoveries. Education has no such system of agents and procedures.

2. The linkers must be perceived by the teachers as trustworthy sources of influence, as appropriate sources of help. Typically this attitude is derived from successful "payoff experience" in previous utilization of the resource, or because of the acknowledged expertness of the linker personnel.

3. In order for the difffusion procedures to work effectively and to have widespread effect the linker personnel must be highly motivated to make "outreach efforts" rather than content to "let them come and learn if they want to." Where there is a high level of inexperience and doubt about the utilization of innovations (as there is in education) any diffusion effort must include a major effort to reach out, to get in touch, to attract the disinterested, the uninformed, and the suspicious.

4. The fourth crucial factor is that the linker persons must understand and be able to cope with the double loyalty issues and role stresses that go with being an "in-betweener." The linker typically must be able to remain an accepted loyal member of the school system and of the group of fellow teachers but must at the same time be able to identify with, to learn from, and to collaborate with outside resources, such as the University team members in the case of this project.

## Some Special Challenges for Educational Change

The task of linkage and support for innovation and dissemination of educational practices must cope with several problems which are not focal or critical in industrial, agricultural, and medical development.

Most innovations in applied physics and biology are new "things"--machines, drugs, seeds, chemical products, and the like. Therefore, what must be disseminated is a concrete visible product. But most of the important innovations in education are patterns of human performance. They are much harder to "package" and distribute. Not only is the communication task difficult, but the adoption task is very different.

Typically new educational practices confront the current values and skills of the potential adopter. The linking agent cannot just pass on the new product and assume there is readiness or resource to utilize it. The process of adopting and adapting the new practice must be a major concern of the agent. Passing on knowledge by itself will typically have very little effect.

So the dissemination agent or agency in education must be prepared to take the role of consultant and trainer in helping the teacher-adopters work through value confrontations, develop new skills, adapt the new model to unique situations, support initial tryout efforts, and clarify educational goals.

Also the educator dissemination agent must develop special skills of outreach and involvement. The competitive economic situation and the values placed on efficiency in industry and agriculture result in quite an active search and readiness for innovations. This makes the job of the linker much easier. In education a major effort must go into creating visibility of innovations and involvement of potential consumers.

In the light of these special difficulties and problems it is not surprising that the lag in the utilization of new knowledge and practice is so much greater in education than in medicine or farming or business. This lag is of course also maintained by the lack of clear criteria of evaluation or "pay off" in education, so that teachers lack the stimulus to improve which derives from clear data on effectiveness of effort and the comparative advantage of new practices.

These are the challenges facing our project team as we attempted to develop and test out several models of educational improvement.

# CHAPTER III

## DEMONSTRATION PLANS AND PROCEDURES

Many of the interpersonal and organizational conditions which influence innovation and diffusion of innovations in schools are identified in the companion volume to this report.[1] The challenging question which must be faced is what are the implications of these findings for educational practice? What kinds of practical procedures and processes can be developed which will support the creation and spread of innovative teaching practices?

### Objectives of the Development and Demonstration Project

The project described in the ensuing pages attempts to demonstrate the feasibility of a process for identifying, describing, and sharing innovative teaching practices, and for supporting the efforts of teachers to adopt or adapt these practices to their own teaching situations.

Initial plans called for:

1. Work with a state organization of classroom teachers (the Michigan Department of Classroom Teachers) in demonstrating the feasibility of identifying educationally significant classroom practices developed by teachers to stimulate the improvement of pupil motivation to learn and greater efficiency of learning effort;
2. Demonstration of how a team of teachers in a local school system, with support from their state organization and consultants from the University-based project team, might survey, select, and make available to their colleagues innovative teaching practices arising within the system;
3. Demonstration of how to communicate these selected practices with maximum clarity to potential adoptors;
4. Demonstration of a diagnostic procedure for identifying probable and strategic adoptors as initial links in the diffusion process;
5. Demonstrate a sequence of in-service training and professional staff activities aimed at maximizing the opportunity, motivation and support for adoption or adaptation of the selected innovative teaching practices; and

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[1] Mark Chesler and Halim Barakat. The Innovation and Sharing of Teaching Practices: A Study of Professional Roles and Social Structures in Schools. Ann Arbor, Michigan: Institute for Social Research, The University of Michigan, 1967.

6. Documentation and evaluation of the total demonstration program with systematic description and analysis so that the successful features can be utilized in other school systems, or regions of the state or nation.

## Entry Strategy

The original project proposal was jointly developed by the Institute for Social Research at the University of Michigan, and the Michigan Department of Classroom Teachers. The MDCT, a powerful unit within the Michigan Education Association, enjoyed an "automatic" membership of about 58,000. (All classroom teachers who joined the parent organization automatically became members of the Department of Classroom Teachers).

The strategy of working with the Department of Classroom Teachers evolved in part because of the initial interest shown and the initiative taken by that organization to become involved with the Institute for Social Research in exploring problems of teacher competence and professional improvement. In view of the increasing power being focused by teacher organizations on the processes of educational change through professional negotiations, as well as through a variety of more traditional professional improvement activities, it would appear to be most timely to explore ways in which such teacher groups might become more active in a process of identifying and sharing the high quality innovative efforts of teachers. Is it possible that another channel, other than that provided by the traditional in-school system administrative and supervisory structure, might be used as an additional means for improving teacher competence and bringing about worthwhile changes? Can the teachers, themselves, organize a means to discover which of their colleagues have created teaching procedures or materials that would be potentially beneficial to other teachers, and develop means for sharing these innovative practices?

There proved to be an interest on the part of the leadership of the Michigan Department of Classroom Teachers in exploring these questions, building upon some of the pilot work done within the Institute for Social Research in supporting teachers in their attempts to develop innovative teaching practices.[2]

Because of the obvious relevance, however, of the school administrator and those bearing responsibility for curriculum leadership to any process of educational change, a representative State Advisory

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[2] See descriptions of the C.L.A.S.S. project (Changing Learning Atmospheres in School Situations) as reported in R. Fox, R. Lippitt, R. Schmuck, and E. VanEgmond. Understanding Classroom Social Relations and Learning. Chicago: Science Research Associates, 1967; and R. Fox, and R. Lippitt, "The Innovation of Classroom Mental Health Practices," in M. Miles (ed.) Innovation in Education. N.Y.: Bureau of Publications, Teachers College, Columbia University, 1964, pp. 271-297.

Committee was organized. Mr. Dave Stipe, the Immediate Past-President of the Michigan Department of Classroom Teachers and an initiator of the project, served as chairman. Three other MDCT representatives were selected. One representative was added upon designation by the Board of Directors of each of the following organizations:

Michigan Association of School Administrators

Michigan Association of Secondary School Administrators

Michigan Department of Elementary School Prinicpals

Michigan Association for Supervision and Curriculum Development

The functions of the Advisory Committee were defined as follows:

1. Coordinate the involvement of various groups in the total project;

2. Assist in the selection and preparation of sites for the pilot studies;

3. Develop techniques of communication with participating organizations;

4. Encourage continuing interest in diffusion of innovative teaching practices in Michigan; and

5. Serve as a liaison with their respective organizations: the MASA, MASCD, MDESP, and MASSP.

## Identification and Involvement of Pilot School Systems

Working with Mr. Stipe, and with the Directors of the three MDCT regions located within a reasonable distance of Ann Arbor, potential pilot school systems were nominated. Criteria for selection included (1) involvement of districts from more than one MDCT region, (2) proximity to Ann Arbor, (3) a range of types of districts on such dimensions as size, rural-urban, industrialization, social-economic level, racial composition, and (4) willingness on the part of the superintendent for his system to be involved.

The appropriate regional director and the project director visited with the superintendent of each potentially involved district about the project and secured his support. As a result four systems were selected to be active participants in the pilot phase. Some of their characteristics are listed in Table 1. These districts are, of course, the same as those reported in the companion volume to this report, A Study of Professional Roles and Social Structure in Schools.

Table I

THE FOUR PILOT SCHOOL SYSTEMS

| System | Number of Schools<br>High School | Jr. High | Elementary | Grades | No. of Teachers | Total Teachers |
|---|---|---|---|---|---|---|
| A | 1 | | | 9-12 | 24 | |
| Semi-rural | | 1 | | 7-8 | 12 | |
| | | | 2 | K-6 | 18 | |
| | | | | K-6 | 17 | 71 |
| B | 1 | | | 9-12 | 25 | |
| Semi-rural | | 1 | | 7-8 | 11 | |
| | | | 3 | K-6 | 16 | |
| | | | | K-6 | 14 | |
| | | | | K-6 | 15 | 81 |
| C | 1 | | | 10-12 | 31 | |
| Semi-industrial | | 1 | | 7-9 | 39 | |
| | | | 6 | K-6 | 13 | |
| | | | | K-4 | 6 | |
| | | | | K-6 | 11 | |
| | | | | K-6 | 16 | |
| | | | | K-6 | 13 | |
| | | | | K-6 | 11 | 140 |
| D | 1 | | | 8-12 | 97 | |
| Semi-industrial | | 1 | | 7 | 16 | |
| | | | 7 | K-6 | 22 | |
| | | | | K-6 | 18 | |
| | | | | K-6 | 10 | |
| | | | | K-6 | 22 | |
| | | | | K-6 | 22 | |
| | | | | K-6 | 13 | |
| | | | | K-6 | 20 | 240 |
| Total | 4 | 4 | 18 | | | 532 |

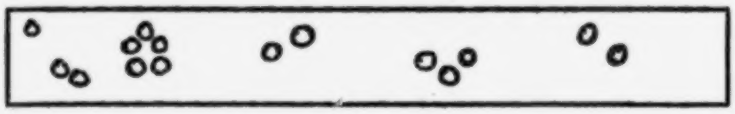
A first major intervention in these school systems was the involvement of all teachers and administrators in responding to a survey questionnaire (see Appendix). It dealt with the nature and extent of innovative teaching practices in the areas of promoting pupil motivation to learn or increasing the efficiency of the learning effort. Teachers reported on their own practices, and on those of other teachers. For example, a list of twelve such practices as "pupil participation in curriculum planning," "pupil participation in classroom teaching," "unusual grouping techniques," "role-playing," and "curriculum units that promote skill in interpersonal relationships," was presented with opportunity for the teacher to indicate which practices he had tried or was trying now, and to indicate any he was thinking about doing. He was also asked to give the names of other teachers who they knew were trying the practice.

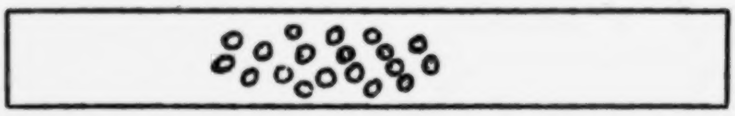
A second, more open-ended opportunity was given to describe any new or especially interesting practice directed toward the improvement of pupil mental health or learning. Probe questions asked:

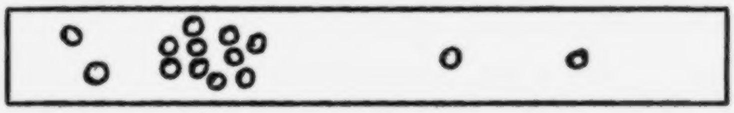
> What kind of problem were you trying to solve?
>
> What, specifically, did you do?
>
> What were the pupils' reactions?
>
> Will you use it again? Are you using it now?
>
> Where did you get the idea for this technique?

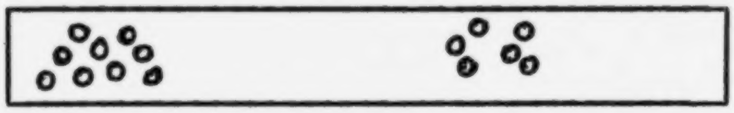
Questions were asked regarding communication patterns within the school building, staff sociometric structure, teacher perceptions of their influence on decision-making, and teacher satisfaction with current roles in the influence and communication structure. For example, all teachers were asked to describe their social situation in terms of a series of diagrams or maps of the social relations in their building. The maps looked like this:

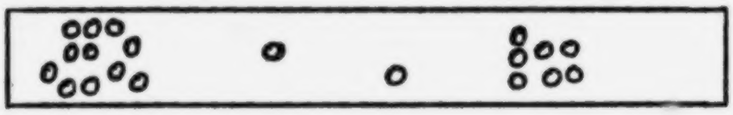
If you were to look at this staff of teachers as a group, which one these drawings would most nearly look like this staff?

a._____ 

b._____ 

c._____ 

d._____ 

e._____ 

f._____ Other --
please draw

They were asked to place an "X" in the circle best representing their own position in the staff, and to block out a circle representing the principal.

In each of these pilot school systems, an Area Committee was selected through joint effort of the MDCT regional director, the project director, and the superintendent of schools. As an aid to selection of the most appropriate persons, data from the survey questionnaire were utilized to identify teachers who were oriented toward innovation, and who were strategically located in the communication structure and the status structure of their school buildings and school systems. The Area Committees were charged with the task of selecting from the innovations nominated in the survey, those which seemed to have highest worth for diffusion efforts, devising procedures for gaining more extensive and useful descriptions of the selected innovations, and devising ways of sharing these promising practices with other teachers in the pilot systems.

Subsequent chapters will describe these activities in some detail. Chapter VI will focus on the process of selection, description, and "packaging" of innovations for diffusion. Chapter VII reports on a procedure used to stimulate face-to-face sharing and to build a climate supportive of innovative efforts. Chapter VIII deals with activities designed to help school faculties confront some of the problems involved in building a supportive climate for innovation and change. The use of research data as a stimulus for diagnosis of local conditions is explored.

## The Extension Phase of the Project

The project staff, capitalizing upon the experience of these area teams, has developed a set of materials for use in other school systems wishing to improve their procedures for supporting and spreading innovative teaching practices. These programs, presented in Chapter IX of this report, are designed to be used in faculty meetings or with teacher study groups operating under local leadership.

Through a series of sessions and interim committee activities, a faculty is guided in considering the role of teachers in innovating, and the importance of sharing these innovative practices with each other. They analyze some of the blocks to sharing. Assistance is given in the design and conduct of a school-wide or system-wide survey of teaching innovations, or in the use of face-to-face sharing sessions. Another program is designed to help the faculty with the difficult task of developing criteria for the screening of these innovations so that effort can be exerted in diffusing only the most valuable, most sound, or most likely to be adopted by others. The sixth program is directed toward developing procedures for the distribution of information about selected innovations, and in supporting those teachers who decide to adopt, adapt, and use the new practice in their own classrooms.

These programs have benefited from trials in a variety of schools and with several groups of teachers involved in summer in-service education courses. While they are still very much in the rough stage of development, they do represent a pulling together of many of the learnings and resources which have evolved from the project, and are potentially useful instruments for diffusion of the findings of this study to other interested professional groups.

The original project proposal included plans for an extension of the demonstration from the four pilot school systems to systematic involvement of a number of other systems throughout the State of Michigan, working through the Department of Classroom Teachers and involving consultants from the regional institutions of higher education. It did not prove feasible to accomplish this goal. Several reasons may be offered: (1) It became apparant that the Michigan Department of Classroom Teachers organization did not have an adequate district and regional structure to be an effective mechanism for spread. Most school district teacher clubs or organizations of teachers were not affiliated with the State MDCT. Regional MDCT chairmen had inadequate channels of communication with local teacher groups, so that little help or influence could be given in identifying sites for extension efforts; (2) In most school systems inadequate channels existed for teacher representatives to the regional or state teacher organization to feed into the decision-making mechanisms of the local school districts proposals for program development. In repeated cases teacher organization representatives would indicate at a state conference or committee session that they were interested in offering their district as a site for further development of the innovation and diffusion project, and would subsequently report being "bogged down" in their attempts to get the idea considered by school administration; (3) At the time extension was called for by the project time schedule, the project had not developed its program and materials to a stage that would make them clearly understandable and useable in new situations.

For these reasons efforts were directed during the final stages of the project not toward the seeking of full-scale sites for extension, but toward further development and field testing of the materials presented in Chapter IX of this report.

In the next two chapters there will be presented in somewhat more detail than possible in this overview, a review of our experience in working in collaboration with the professional associations, particularly the MDCT; and with the teacher representatives who served as the Area Committee from the local school districts.

# CHAPTER IV

# COLLABORATION WITH THE MICHIGAN DEPARTMENT OF CLASSROOM TEACHERS

This project has been a collaborative effort between the Michigan Department of Classroom Teachers and a research team from the Institute for Social Research of the University of Michigan. As was indicated in the preceding chapter, this opportunity to test the viability of utilizing the resources of a state-wide teacher organization in the identification and diffusion of promising teaching innovations promised to have great potential. In this chapter, the story of this relationship will be reported, and some factors that may have a bearing on the productivity of future efforts of this type will be identified.

## Teacher Involvement in the Improvement of Education

Teachers are currently confronted with increasing opportunities to become active in the improvement of education. These opportunities build, of course, upon the traditional support of teacher autonomy in the classroom and on his importance in designing and carrying out learning activities directed toward the particular set of learners for which that teacher is responsible. This emphasis upon the key role of the teacher has gained support in part from the American tradition of local control of schools. The local school community, operating through its local Board of Education, has been encouraged to develop and support an educational program which uniquely meets the needs of that community. The imposition of rigid formulae, whether they be curriculum materials, teaching methods, or educational priorities, from state or national governmental officials, has been strongly resisted. Instead, each community has cherished its freedom to clarify its own educational objectives, develop school programs designed to achieve these objectives, and to finance them from local resources (although state financial aid without control has been gratefully accepted).

Within this tradition, the classroom teacher has been challenged to join with his colleagues and with the Central Office administrative and supervisory personnel to engage in a process of cooperative curriculum development. We are coming to see that this procedure has suffered because of lack of clarity and role-definition, confusion as to how specialized resources from within as well as from outside the system may best be used, and considerable lack of skill on the part of the participants in contributing their own unique resources to a process of planned change. This tradition does, however, emphasize the importance of teacher involvement and, in fact, does leave the door open for teachers to take considerable initiative.

A second trend in the current scene which supports more active involvement of teachers in educational improvement is the interest teachers have in become a profession. While because of its great size and diversity, the teacher group has moved slowly toward its goal of professionalization, there has been progress. Minimum qualifications for license to teach have been raised, continuing programs for professional development are on the increase, and responsibility for maintaining high standards of ethical and professional conduct are being accepted by the teacher group.

A third trend is the increasing interdependence of all parts of the educational system. Isolation of the teacher in the classroom is no longer possible; nor is isolation of local school districts from what is going on in adjacent districts or in school systems across the country. We are in an era where the need for wise utilization by local units of resources from throughout the state and nation is apparent. The network of sharing must extend beyond the official structure of the local school district to the intermediate district, to state departments, to the Office of Education, to regional educational laboratories, to professional organizations from other disciplines, to producers of educational materials, and to private foundations. Thus the climate is right for exploring a variety of ways in which relevant resources can be brought to bear on the educational problem being confronted by the classroom teacher.

Finally, there is the opportunity, perhaps even the requirement, for teachers to become active within their own teacher professional organization. The development of mandatory negotiation procedures in Michigan, Washington, and an increasing number of other states, has given to teach organizations a militancy and a power never before experienced. While most of this power is being directed initially toward dealing with problems of teacher welfare, it is already apparent that these teacher groups are not alone concerned with salary, tenure and sick leave, but see their new-found power as a means to gain improvement in the total educational program. "Conditions of employment" are being interpreted to include the process of curriculum development, the procedures for decision-making, the opportunities for innovation and change, and the opportunity and responsibility to challenge existing programs. In other words, teacher organizations are accepting more of the resonsibility for the conduct of the educational enterprise. If this new role is to be carried forward effectively, there are new procedures to be developed, new skills to be learned, and new attitudes to be thought through.

## Review of the History of MDCT--ISR Collaboration

### Initial Contacts

During the summer of 1962, David Stipe, President-elect of the Michigan Department of Classroom Teachers, initiated a series of discussions with Ronald Lippitt, Robert Fox, Mark

Chesler and others on the staff of the Institute for Social Research around the possibility of joint involvement in a research project which might be of value and concern to classroom teachers. Mr. Stipe had heard of some of the previous work being done within the Institute in the development of improved classroom practices and in the sharing of these practices with other teachers. He was personally interested in exploring ways of identifying and improving teacher competence. The possibility that some kind of joint research project in this area could be organized appealled to Mr. Stipe as a creative and visible activity with which his administration of the Department of Classroom Teachers might be identified.

The members of the Institute for Social Research team were pleased by the interest shown by Mr. Stipe and described with enthusiasm some of their own efforts in supporting teachers as they dealt with problems of mental health and learning in their classrooms. The ISR team had been struck with some of the creative approaches many of these teachers developed, and were in the process of exploring with these teachers how such innovative efforts might be shared with their professional colleagues. It was becoming apparent that the mechanisms for sharing were very inadequately developed, both within school buildings and with the wider professional audience. Thus Mr. Stipe's expressions of interest, his openness to possible collaborative efforts, and the intriguing possibility that a state-wide professional organization might be a means through which a selected set of classroom teaching practices might be made available to other teachers who were confronting similar problems, was seen as something to be encouraged and explored to a greater extent.

In 1965, subsequent to the conclusion to the active phase of the project, an interview with Mr. Stipe, reviewing in retrospect these initial contacts, made apparent that full exploration of potential bases for collaborative effort did not occur. Mr. Stipe's comments about "teacher competence" were passed over lightly by the ISR research team. They were satisfied that the direction of their current research efforts did, in fact, have a good deal to do with teacher competence. They did not probe at length to see what Mr. Stipe had in mind, but assumed that he was basically interested in joining forces around the area of research in which the team was already engaged and in working creatively with them in exploring new directions which it might take. Mr. Stipe, on the other hand, while being somewhat uncomfortable about the direction in which the project was moving and yet being inexperienced in dealing with research activities, and caught up to some extent by the enthusiasm of the team, failed to push his concerns.

The outgrowth of these conversations was the development of a proposal for a research and demonstration project which was submitted to the U.S. Office of Education. Mr. Stipe also, as he moved in to the presidency, laid before his Board of Directors, his recommendation that the organization collaborate in the project. The Board then took the unprecedented step of granting from its operating budget the sum of $1,500 for interim support of project activities until more extensive support from the Office of Education might be forthcoming. It was this interim grant which kept the project alive during the year 1962-63 and made possible the selection of four school districts as the sites for the initial phase of the experiment, the administration of an initial survey of teaching innovations in these districts, and the organization of a state steering committee involving other professional education organizations as a source of guidance and leadership for the project.

An added boost to the project was given when the executive secretary of the Department of Classroom Teachers of the National Education Association endorsed the project and held out the possibility of spread to other regions of the United States should its value be demonstrated in the Michigan setting.

## The Proposal

Subsequent to a year of exploration with the National Science Foundation and the United States Office of Education, it was recommended by the USOE that the proposal be divided into two separate projects--one dealing with factors affecting the innovativeness of teachers and subsequent diffusion of innovations, and the other to be a demonstration project to activate in a number of school settings a procedure for identifying and diffusing selected practices. While the staff had seen these two aspects closely intertwined and therefore had included both in the same original proposal, it was pointed out that the internal organization of the Office of Education was such as to make difficult the funding of projects which included both action and research.

In May of 1964 the current project was funded; the research project was funded a few months later. The two projects moved forward simultaneously, taking advantage of the cooperative working relationship with the Department of Classroom Teachers, using the same school systems as sites, and working with the same subjects.

## State Steering Committee

While it was determined that the Department of Classroom Teachers would take primary initiative in the project, it was clear that other functionaries in the educational organization would have not only a keen interest in the activity as it developed, but would be essential to its success. So that the best thinking of these other role groups might be tapped and their cooperation secured, a State Steering Committee was set up. Mr. Stipe served as chairman, and was joined by three other representatives of the Department of Classroom Teachers who were designated by the MDCT Executive Committee. In addition, the superintendents, the secondary school principals, the elementary school principals and the curriculum leadership group were invited to designate official respresentatives to the Steering Committee. Each of these organizations responded with interest and supplied a delegate.

The functions of the Steering Committee were described as follows:

(1) Coordinate the involvement of various educational leadership groups in the total project;

(2) Assist in the selection and preparation of sites for the pilot studies;

(3) Develop techniques of communication with participating organizations;

(4) Encourage continuing interest in diffusion of innovative teaching practices in Michigan; and

(5) Serve as a liaison with their respective organizations: the Michigan Association of School Administrators, Michigan Association of Secondary School Administrators, Michigan Department of Elementary School Principals, and the Michigan Association for Supervision and Curriculum Development.

## Selection of Regional Areas

The first task of the Steering Committee was to advise on the selection of school systems within which to conduct a pilot study. It was decided four systems would be appropriate, and the following criteria were developed:

1. The school systems should be chosen from among several of the regions of the Michigan Department of Classroom Teachers so that the project would be seen as a state-wide project rather than an interest of a particular regional MDCT director.
2. There should be some variation in the size of the school districts.
3. The districts should range from rural to urban.
4. The districts should be located geographically within about a 30-minute drive of Ann Arbor.
5. The support of the administration of the school district would be required.

The characteristics of these four pilot school systems are listed in Table 1 of Chapter III. The appropriate MDCT regional director and the project director secured the support of each of the superintendents of these four districts. Next steps were taken by the project staff with minimal involvement of the teachers' group. A survey questionnaire designed to identify innovative teaching practices having to do primarily with the area of pupil motivation to learn or improvement of learning environment was administered to all teachers and administrators in each system. The questionnaires, designed by the research staff, were administered with the cooperation of the building principals and were returned to the project staff for summary and analysis.

## Area Committees

Meanwhile, within each school district, an Area Committee was organized to give leadership to the project within that district. The MDCT regional director, the project director, and the superintendent of schools appointed a committee, drawing heavily upon data from the survey questionnaire which identified teachers having an orientation toward innovation, and who were strategically located in the communication structure and status structure of their school buildings and in the school system. A first task of these area committees was to select from the innovations reported or nominated in the survey those which were deemed to have sufficient educational significance to be worthy of sharing more extensively. Each area team met independently to screen the several hundred reports of innovative practices identified through the survey in their district. Criteria developed by the State Advisory Committee and the staff for evaluation of the educational significance of teaching practices which promote mental health and learning included the following:

1. Does the practice appear soundly based in theory or research evidence?
2. Does the practice provide or allow for teacher or staff evaluation?
3. Does the practice help pupils to discover and use the academic skills of others in the class?
4. Does the practice increase individual pupil responsibility and motivation for learning?
5. Does the practice involve pupils in planning, executing and evaluating it?
6. Does the practice enhance development of peer relations and standards in support of learning?
7. Does the practice contribute to pupils' positive attitudes towards school work?

8. Does the practice significantly contribute to pupils' feelings of self-worth?

9. Does the practice significantly contribute to supportive peer relations and standards conducive to mental health?

10. Does the practice contribute to a positive pupil-teacher relationship?

11. Does the practice help the group to have a wider variety of friendships?

Additional criteria having to do with the adoptability and spreadability of the practices were used. They included such questions as the following:

1. Will it solve the problem or accomplish an important purpose (from the point of view of the teacher)?

2. Is the practice easily adaptable to a teacher's own style of teaching?

3. Does the practice require special demonstration or training?

4. Does the practice require great investment of time or energy?

5. Can the practice be tried on a limited basis?

6. Can the details of the practice be communicated easily?

7. Does the practice require special physical equipment or props?

8. Will the practice be acceptable to administrators, i.e. principals, curriculum leadership personnel, superintendents?

9. Does the practice take into account pupil differences, e.g. age, sex, social class?

10. Does the practice involve other teachers?

11. Does the practice fit easily into the "accepted" curriculum?

12. Does the practice offer visible success (feedback)?

Practices deemed to meet a reasonable percentage of these criteria were nominated by the area committees for dissemination. Teachers responsible for the practices were then contacted for additional detail and the practice was written up for inclusion in a book of practices for dissemination throughout the four systems.

The area committees were responsible for developing a procedure for placing the book of practices into the hands of their teaching colleagues, for discovering which teachers were interested in trying some of the practices, and for developing ways of giving such teachers additional information and support so that their efforts might be successful.

## MDCT Leadership

During the life of the project there were three different persons serving as president of the Association. While the project was initiated by Mr. Stipe during his term as president-elect, and the exploratory phases of the project were carried on under his presidency, he had become "past president" at the time of the approval of the current U.S. Office of Education grant. He was asked by the succeeding president to continue as chairman of the State Steering Committee and to give leadership within the MDCT to the joint project. It was unclear, however, how much enthusiasm there would be within the Board of Directors and by the new president for continuation of the project. It was seen primarily as an interest of Mr. Stipe. It was discovered that the new president had a "pet" project of her own, one having to do with getting out a list of interesting and innovative teaching practices identified among teachers throughout the state! She knew very little about the joint project with the University of Michigan and was unclear as to how it might fit into her own particular platform of activities. Reports from the regional directors and other informants within the MDCT organization made it clear to the project staff that the organization was subject to strong political battles and that continuity of program was often threatened by the commitment of the faction newly moved into power to replace the program of their predecessors with a "new and better" one. Members of the project staff quickly moved to establish rapport with the new president to learn something of her interests, and to describe the nature of the joint project. Subsequently, opportunities to report to the Board of Directors of the Association were provided and official action was taken to continue.

In the following year, the president was strongly committed to strengthening the hand of the organization in dealing with welfare matters. As a matter of fact, it was during his tenure of office that a major power struggle was shaping up between the MDCT and its parent organization, the Michigan Education Association, over who was to represent the classroom teachers in professional negotiations. Again, the project staff found it essential to re-interpret the project to the new president and gain his support. The continued services of Mr. Stipe as the offical representative from the organization to the project may have been something of a handicap since his close identification seemed to make it more difficult for subsequent presidents to see the project as "their own". This second president subsequently expressed interest and personal support for the project but found pressure of other activities connected with his office such that he was precluded from participating personally in any extended way.

The president of the association during the final year of the project, the year during which extension of the demonstrated procedures from the pilot areas was to occur in other locations throughout the state, after going through briefing activities similar to his predecessors, became very supportive and assisted in many ways in the process of locating potential sites for diffusion. Under his leadership, plans were made for setting up a new standing committee within the executive committee of MDCT to handle ISR-DCT communications and to make contacts with local DCT organizations. He indicated that "wounds generated in the intense political fight with MDCT were healing and that the DCT could now respond much more favorably to the innovation and diffusion project activities." At this point, members of the State Steering Committee who were not members of the MDCT voiced discontent with the liaison role they were playing. They felt policy matters were being dealt with within the MDCT and that if their function were to be purely information linkage, that function could be satisfactorily performed through written communication. As an alternative to this suggestion, there was proposed a contrasting point of view--that the project required for its success the involvement of many educational organizations rather than just one. It was proposed that administrator groups, curriculum leadership, personnel, and such other teacher organizations as the Federation of Teachers and local teachers' clubs who were not affiliated with MDCT might become actively involved. This suggestion implied a shift in the focus of the project sponsorship from MDCT to the Steering Committee. Under this arrangement, MDCT would be one of many subsidiary organizations. The president of MDCT supported this shift, and foresaw no problems with the MDCT Executive Committee and Board of Directors. Opportunity to act on these recommendations, however, was limited since the project was moving into its final months, and work on such a reorganization was not deemed to be strategic.

## Extension Efforts

In the final year of the project, presentations were made to the Board of Directors of MDCT, to a workshop of local school district MDCT presidents, and to the regional directors. A typical example was a May meeting, 1965, of MDCT regional directors held in Lansing at the Michigan Education Association headquarters. In the course of the program, the project representatives presented slides showing aspects of the project. Some of the "packages" described in the final chapter of this report were illustrated. Invitation to join in the extension phase of the project was extended. After the meeting, four of the directors indicated an interest in pursuing the possibility further, representing Sault Ste. Marie, Saginaw, Port Huron and Muskegon.

Each agreed to discuss the possibilities with relevant persons in their school systems, and arrange for follow-up meetings. Such meetings were held in relation to both Saginaw and Port Huron.

A word about this group of 25 to 30 regional directors may be helpful. These people were in charge of MDCT regions covering the entire state of Michigan, each region including from two or three to a dozen or more towns and cities. Each city supposedly had a local organization of the MDCT. The regional director linked these towns together and related the organization's activities to the program of the state organization with headquarters in Lansing.

Through discussion at this and subsequent meetings, however, it was discovered that the MDCT is far more a paper organization than an effective teacher organization. It was reported that "the Detroit Department of Classroom Teachers can count on seven members attending." The region of the MDCT encompassing most of the thumb area of Michigan "draws fifteen members." A special event in the region including Bay City, Saginaw and Flint, it became evident that MEA organizations had grown in strength during the late 1950's and early 1960's and had taken over most of the functions of the Department of Classroom Teachers. In these two towns, the Saginaw Education Association (SEA) and the Flint Education Association (FEA) had become strong. The Department of Classroom Teachers, as a formal organization, existed within the larger group, but played little active role. In Saginaw with the SEA having between 800 and 900 members, the Department of Classroom Teachers had an active group of 60 to 70. In many other cases, the local teachers' association had no direct link with MDCT. Thus the assumption that the regional directors were a link in an organization that extended down into each of the teachers' organizations in the local school systems proved to be inaccurate.

Follow-up meetings in Port Huron and Saginaw were held. In Saginaw, a number of the programmed materials for involving a school district in the identification and diffusion of teaching innovations were tried out with such groups as the principals and with selected school staffs. However, before intensive work could be undertaken, the Saginaw Teachers' Association became deeply involved in an effort to be designated as the bargaining agent for the teachers of Saginaw under the mandatory Negotiations Act. This fight absorbed all of the energies of the organization's professional leadership and precluded work on other types of professional activities for the remainder of the year. Reports from other regional directors who had expressed an interest in using schools within their regions as field sites pointed out similar problems. It was clear that the major energies of the teachers' organizations were being required in support of the efforts of the Michigan Education Association to win bargaining rights over the American Federation of Teachers.

In several cases, it was also reported that the regional director was unclear on how to proceed in exploring the interest of local teacher groups. Channels of communication to local teacher organization presidents, to school superintendents, or other relevant people, seemed not to have been used sufficiently to be helpful in a test case such as this.

## Factors Inhibiting MDCT From Effective Involvement

A review of this experience over a four-year period points up a number of conditions which mitigated against the most effective involvement of the Michigan Department of Classroom Teachers in this joint demonstration effort. An examination of these factors may be helpful in considering the larger question of whether teacher organizations in general can play an effective role in the educational improvement process.

Six major factors may be identified:

1. Changing Leadership. The organization elects a new president each year. While some attempt at providing continuity is made through the offices of president-elect and past-president and while persons who rise to the presidency have usually become visible by serving over a number of years on the Board of Directors or in other positions within the state organization, it is still clear that a de facto transfer of responsibility and power occurs each year. The incoming president may or may not have been involved in all activities of the organization previously, and may therefore be uninformed about some aspects of the program. More frequently, however, it appeared that each president was obliged to create a "platform" of his own, and was inclined to create new programs rather than to support those of a previous president.

2. Political Orientation of Leadership. A second difficulty seemed to be the existence of an internal political structure within the Michigan Department of Classroom Teachers. Leadership campaigns left strong residues of bitterness which were translated to loss of continuity of program. Any activity or group which was linked with one president was largely ignored by his successor. The strong leadership and involvement of Dave Stipe in relationship to the current project was succeeded by relatively weak involvement and participation once he left office. The project team had to struggle continually to re-engage the active support of successive presidents. Emphasis within the organization seemed to be on control rather than on continuity of program.

3. Lack of a Local Structure. At the local level, the Department of Classroom Teachers is largely a paper organization. While approximately 58,000 out of a total membership in the Michigan Education Association of 65,000 in 1964 were members of the Michigan Department of Classroom Teachers, this figure was obtained by granting automatic membership to any teacher who belonged to the state Michigan Education Association. Most teachers were inactive; many not realizing they belonged to such an association. To be more specific, MDCT membership, even in our pilot school systems which the regional directors of the MDCT helped us select, was slight. In none of the systems did the local teacher association see itself as a unit of the Michigan Department of Classroom Teachers. Thus the person selected to serve on the area committee for the project tended to be confused as to whether they were acting on behalf of the Department of Classroom Teachers, their own colleagues within the particular school system, or for a project team working out of the University of Michigan. When MDCT teachers were not visible, communications between the project team, MDCT teachers, and administrative personnel were seriously hampered. In the words of Dave Stipe, past president of MDCT, "We had a paper-and-pencil organization that we could structure. We could give a hierarchy down to the lowest person, right out to 50,000 teachers, but it just didn't come about. It was all on paper."

4. Lack of Experience With, and Commitment To, Research. Originally, the proposition that the MDCT join with ISR in a joint demonstration and research project was seen by the president of Board of Directors of the association as an innovative and creative direction in which to move. They had not had previous experience with such a project. Never before had money been appropriated from the MDCT budget to support a research or demonstration project. There was some ambivalence among the members of the Board of Directors regarding the appropriateness of involvement of this type. The machinery for giving direction to and providing continuity of leadership for such a project was nonexistent. The skills needed to provide leadership for such a project were lacking for the most part. All of these factors which stem from a general lack of experience with research and experimentation caused on the one hand over-reliance on the project team from the Institute for Social Research, and on the other hand brought about a minimal involvement on the part of MDCT leadership people.

5. Difficulty in the Establishment of an Inside-Outside Team Relationship. Much can be learned from the experience of these two groups, considerably disparate in their organizational structures and major objectives, to work together in a cooperative team. The Institute for Social Research is composed of full-time researchers whose career lines are tied to operating a variety of projects at one time. It is a high-pressure professional group. Most projects continue for several years at a time and a conceptual continuity between one project and its successor is clearly evident. On the other hand, the Michigan Department of Classroom Teachers is a voluntary organization of classroom oriented teachers whose goals and capabilities lie outside the area of research. While deeply interested in the process of innovation and educational change, most of the teacher representatives lack careful conceptualization of this process and the skills required to give it effective direction. This seemed to mean that however much the ISR staff tried to be consultants in a teacher project, they were tagged as "outside experts". Initiative passed to the project team because staff members had a high level of interest, a large amount of paid time available for project activities, and the educational background and experience to conduct research. The MDCT members did not have an equivalent amount of time, interest or skill to devote to the project. As a result, MDCT lessened its control over and involvement in the project. It became "ISR's" project, in their eyes, and perhaps in the eyes of the project team as well.

Another aspect of the difficulty in establishing a collaborative relationship lay in the clarification, or lack of clarification, of goals for the project. Although both organizations wanted to improve the quality of teaching, MDCT wanted to approach the problem by measuring individual teacher competence, and ISR wanted to increase the level of sharing and innovation within an entire system. The discrepancy between goals was never directly faced. If the goal discrepancy had been analyzed at the outset, it is possible both organizations could have better supported each other's needs. Instead, both organizations became discouraged; ISR because MDCT would not become sufficiently involved or committed, and MDCT because it felt that its control over activities was steadily lessening. A willingness to directly confront such anxious or delicate discrepancies would have helped. The inevitable change in goals and plans that accompanies any new difficult field assignment could have been discussed and future plans adapted to the needs of both organizations.

6. Role and Power Struggles Within the Teacher Organization Movement. In some ways the timing of this project was prophetical. Here was a proposal to study the feasibility of professional leadership in the improvement of an aspect of education through the teachers' organization. At the beginning of the project, the focus of power for educational change clearly rested with school administration, and the formal structure of the local school district. At the close of the project, while teacher organizations may not have assumed the power, they were clearly sensing the imminence of power and were involved in internal struggles as to how to organize to gain power and toward what ends to use it. Competition between the Department of Classroom Teachers, the parent Michigan Education Association and the competing American Federation of Teachers served to involve much of the energy of the organization and to divert it from the project. Teacher welfare issues seemed to be the most understandable and easiest to focus upon initially.

MDCT felt that many of its functions and much of its influence were being usurped by the MEA, even though it traditionally boasted the largest and most active membership within the MEA (48,000 out of a total membership of 65,000). Was MDCT to be the strongest unit of the MEA, or merely one department among eighteen equal departments? Furthermore, the function of the MEA itself became jeopardized when new legislation placed teachers under the negotiation provisions of the Labor Act. This meant that teachers needed a bargaining agent in salary talks with school administrators. Many MEA leaders were administrative and supervisory personnel, although teachers comprised the largest membership block, hence its ability to meet welfare needs of teachers was threatened. The labor union based American Federation of Teachers began to take the initiative on teacher salaries, powers and privileges. The MEA was struggling for ascendency. MDCT shared MEA's concern in seeing that MEA emerged triumphant in the battle with AFT, but wanted to overlook no opportunity for gaining back influence and power within the MEA.

It is quite possible that the power struggle will be gradually resolved and that the opportunities for professional teacher organizations to exercise educational leadership will have been greatly enhanced. If so, the pilot efforts to explore some aspects of this kind of teacher organization activity as represented by this project will have been well timed and appropriate.

# CHAPTER V

# AREA TEAM ACTIVITIES

The principle operating unit of the project was the Area Team--one for each of the four districts in the pilot project. Each team was composed of representatives from each school in the district and usually included teachers, principals and the curriculum coordinator. The exact composition varied from district to district.

Two criteria were utilized in selecting team members. First, an attempt was made to see that various authority and grade levels were represented. For this reason, teams contained principals and teachers from both elementary and high school staffs. Curriculum coordinators or other system-wide "specialists" were included to provide a more balanced membership. Second, it was deemed desirable to select teachers who could represent their fellow classroom teachers effectively both in providing leadership for the project at the local level, and in serving a liaison function between the teachers of the system and the ISR-MDCT project team. The MDCT regional director, the project director, and the superintendent of schools collaborated in selecting committee members. They utilized data from sociometric questionnaires which were a part of the original project survey, in which teachers indicated those staff members with whom they "communicated most," were "most influential," and were "liked most" (See Appendix A, Teacher Instruments, Part I, Question 14). Teachers who were nominated on these items most frequently were selected for the Area Team, under the assumption that they played the central roles in the school communications system, were liked by the other teachers, and exercised considerable influence.

## Types of Activities

The Area Teams played a key role in the project. While each Area Team developed a somewhat unique pattern of operations, activities centered on several common areas:

1. Surveying for innovative teaching practices;
2. Selecting those most appropriate for dissemination efforts;
3. Probing for additional descriptive detail from innovators;
4. Arranging procedures for disseminating the descriptions of selected practices;
5. Assisting those teachers who expressed interest in becoming potential adoptors to gain needed support;

6. Devising ways of increasing the amount of face-to-face sharing of innovative ideas within the faculty;

7. Seeking ways to improve the climate of the school so that innovativeness and sharing of practices among the staff would be supported; and

8. Planning feedback sessions in which research findings resulting from the project were shared with fellow teachers.

The original survey of teaching innovations in the pilot school systems was conducted by the project staff. In succeeding years, the area teams established mechanisms for continuously identifying additional innovative practices. In some cases this was accomplished informally, with teachers volunteering to report to committee members. In others, the idea of some sort of an annual survey, conducted by the committee, was worked upon. The "program" included in Chapter IX dealing with the conduct of a survey of innovations evolved from these efforts.

Area teams were responsible for examining the some 200 practices reported in the original survey and, by applying criteria developed by the State Advisory Committee, selected from this pool those deemed to have sufficient educational significance to be worthy of sharing more extensively. The details of this screening process are described in Chapter VI. Each team first worked independently on the practices reported from within its own school system; then pooled the resulting list with those from the other areas. Following this, area team members assisted the project staff in securing from each teacher whose practice had been included, a more detailed statement of the practice--What was the problem toward which the practice was directed?, Were alternative solutions considered?, What modifications evolved?, What obstacles were encountered?, Were there developed any supporting materials, either written or visual?, Is there any evaluative evidence regarding success or lack of success?

The questionnaire calling for this additional descriptive material was followed up by telephone calls when necessary to insure clarity or completeness.

Using this information, a Catalogue of Promising Practices for the Improvement of Pupil Mental Health and Learning was developed (See Appendix B). Some thirty practices were included in a loose-leaf notebook. Each description was organized under the headings:

Classroom Goal
Methods and Resources Used
Evaluation

The Area Teams, meeting jointly, engaged in forceful debate over the issue of whether or not the teacher's name should be published with the description of his or her practice. The arguments are interesting to note, for they focus on a number of the problems teachers must face in dealing with change in education:

## Arguments against giving teacher "credit"

--Getting credit for an improved practice you have developed is unprofessional;

--Teachers aren't interested in credit;

--Citing a teacher's name with a practice would cause colleagues to judge the practice in terms of the teacher's personaltity--not on its intrinsic worth;

--Teachers whose practices are listed would open themselves to criticism; colleagues would be quick to find fault;

--No practice in education is really new. Therefore, no one can appropriately be given credit for creating an innovative practice;

--Teachers whose practices were not selected will feel hurt; perhaps alienated.

## Arguments in favor of giving teacher "credit"

--Innovative teachers should be rewarded; the respect of one's colleagues is a high type of reward;

--Publishing the teacher's name will make it possible for other teachers who are interested in the practice which is described to get in touch with him to learn more about it;

--Publishing the teacher's name may help to set the norm that teachers are willing to share their ideas and take responsibility for them; others may be encouraged to become more open about what goes on in their own classrooms.

It was finally agreed to publish the teacher's name.

Each Area Team worked on how it would use the catalog of practices. The main objective was to give each teacher in the system an opportunity to review the practices and to indicate if there were any which that particular teacher might wish to follow up on. In such case, Area Teams brought into motion one or more of the following support activities:

1. Additional descriptive material about the selected practice was made available;

2. Arrangements were made to place the "adopting" teacher in touch with the innovating teacher;

3. Support from the building principal was sought;

4. A meeting was arranged among the several people who indicated interest in the same practice.

One Area Team experimented with the relative effectiveness of two methods of getting their colleagues to ask for further information about a practice. One was to circulate the Catalogue of Promising Practices by means of a routing slip (one catalogue to each three or four teachers). A return post card addressed to the project team at ISR was enclosed requesting additional material about one or more of the particular practices. The second approach was for members of the Area Team to personally hand the catalogue to each staff member, encouraging them to look over the practices and to send in the post card. They reported that the latter way resulted in a much higher level of response.

In one system, the area committee planned and carried through a series of cross-system grade level and departmental meetings of the elementary teachers, for an unstructured sharing of practices. Such opportunity for sharing was enthusiastically supported by the teachers. Efforts on the part of the Area Team to structure these first meetings was resisted! They had suggested consideration be given to criteria for evaluating the practices or to encouraging use of a check list of aspects of the innovative effort which might serve to make the sharing more helpful to other teachers.

In another system the Area Team planned with the ISR project team a system-wide "sharing institute." A description of this activity is found in Chapter VII.

Area teams were also involved in arranging for staff sessions in which there was "feedback" of data from the research phase of the project. Factors affecting innovation and sharing of teaching practices, as uncovered in the four participating school systems, were examined in these sessions. Their purpose was partly informative--giving the participants in a research study a report on the findings; and partly to stimulate examination of relevance for each particular school staff. The details of this feedback activity are given in Chapter VIII, and some of the materials developed for these activities are included among the "programs" in Chapter IX.

## The Inside-Outside Team Relationships

The central purpose of the project was to explore the potential of teachers in a process of identifying, evaluating, and sharing innovative teaching practices. A highly relevant strategic and procedural problem, therefore, was how to build an inside-outside team relationship between the Area Committees and the ISR project team which would, on the one hand, support and encourage the school system team to take initiative and responsibility, while on the other hand, make use of the resources of the ISR project team.

Much was learned about this kind of relationship, in part because there was so much to learn! The tradition of an outside, University-based team "using" a school system for the achievement of research goals, with minimal involvement of and feedback to the participants, was very difficult to overcome. But even when the project purposes were clearly understood and supported by school system people and University-based staff alike, there existed difficulties of communication, lack of skill in interpersonal relationship, and inadequate conception of how "outsiders" can work with "insiders."

Problems seemed to arise because of a variety of factors:

1. The division of responsibility between the project team, the State Advisory Committee, Area Teams, and the local school system administrative staff was not clear;

2. Project goals were not evolved through joint effort of school system people and the project staff, and were, therefore, not understood;

3. Difficulties of communication existed within school systems between the Area Teams and the teaching and administrative staffs;

4. Turnover of staff, both within the school system and on the project team, created discontinuities;

5. The idea of a teacher group taking initiative for a program development activity within the school system was sufficiently innovative as to create uncertainties and ambivilancies in teacher-administrator relationships;

6. Previous experience with "outsiders" from universities led teachers to expect either to be told what was expected of them, or to be "used" in relation to someone's research study which would have little or no relevance to solution of the teachers' immediate problems.

The single most significant factor was in the area of division of responsibility. The project was initiated by the ISR team. The proposal was developed by them and was based upon previous work done in other settings. Even though MDCT had been involved to some extent in developing the original proposal and even in giving it interim funding, the responsibility for project conceptualization and design rested clearly with the University group. Thus, when questions of what next steps might be taken at any given stage of development, the Area Teams were inclined to ask of the ISR team, "What do you suggest?" or "What is planned?".

This difficulty was confounded by two additional factors: (1) the Area Teams were not always clear about how much freedom they had to operate within the traditional administrative and leadership structure of the local school system, and (2) the University team was also responsible for conducting a parallel research project on factors affecting innovation and diffusion of innovations. The latter project was clearly a University team responsibility, with teachers cooperating rather than being collaborators or initiators. Thus, it was never quite clear to the Area Teams what degree of initiative and responsibility they should take for conduct of the demonstration phase of the project.

A second problem grew out of the first--project goals were not clearly understood. Since the Area Teams had not been involved in the original setting of goals, they did not always understand what these goals were or feel a commitment to them. This was, of course, transmitted to the other teachers in the system. For example, it was reported in one system by the Area Team members that they felt unable to answer the question, "What is the Diffusion Project?," when teachers posed it. The project staff was concerned primarily with the process of identifying, evaluating, and sharing teaching practices, and with the learning experiences for teachers that this process would promote. Support was to be given to each system in its efforts to develop a means for identifying teaching innovations; to its exploration of ways to screen these so that the most educationally significant practices would be shared.

The teachers and principals, on the other hand, felt that the primary goal of the project was to produce a set of teaching practices that would be effective for use in other classrooms. All were not pleased with the quality of practices listed in the Catalogue. Some said they had been using the practices in the Catalogue for years...that they were not innovative. This difference in project goals was illustrated at a meeting where the principal of one of the elementary schools proudly showed the staff member a unit which one of his teachers had constructed that included a series of colored slides and a tape recording. He felt that this was a quality product and told the ISR staff member that, "You folks should be interested in this!" He perceived his function on the Area Team to be one of identifying new teaching practices for the University team rather than helping to create a climate for innovating and sharing. Most of the participants did not clearly understand the distinction between products and process.

A third factor, communication difficulties between the Area Team and the other teachers and administrators in the school system, arose in spite of the effort to select teachers for the Area Teams who were central in the communication structure. The difficulty seemed to be in part that teachers were not used to taking initiative in communicating with each other. Communication channels often did not exist. Area Teams found themselves carrying the burden alone rather than serving as linkers between the project and the teachers of the system. A similar difficulty existed in communicating with the superintendent. While, in each case, the superintendent had originally given his approval to the project, mechanisms for keeping him informed, let alone involved, seemed most inadequate.

One of the most frustrating factors affecting the building of a productive inside-outside team relationship was the high turnover of personnel. One of the three original MDCT regional directors became a principal and, of course, resigned his office. The teacher membership of Area Teams changed each year. New members found it difficult to pick up the enthusiasm and understanding of the project held by those who were "charter members." The ISR project team had three different Directors, one during each succeeding year. Such turnover made the building of a collaborative relationship over a period of three years extremely difficult.

Some of the problems the insiders had in building a relationship with the outsiders were to be found in the uncertainties the project created in administrator-teacher relationships. Who really had the power? In one district the administrator approved the project, but adopted a completely laissez-faire attitude thence forward. This left teachers, accustomed to strong administrative leadership for projects which were initiated through more traditional channels, to be uncertain as to whether they were "in" or "out."

In another system, the assistant superintendent of schools dominated project activities. The second strongest person on the Area Team was an elementary principal. The remaining teacher team members deferred to the administrator on controversial matters. Administrative spokesmen were always first to voice opinions and the teachers frequently merely seconded the administrators' observations. The administrators seemed to feel that the project team members from the University would subvert their administrative authority unless closely supervised. Thus, the ISR team was not successful in this district in stimulating active teacher initiative and involvement in the project. Moreover, because the teachers perceived the "outsiders" as agents of the administration, their interest and support dwindled. The assistant superintendent approached the ISR staff in the third year with this information and said that his district wished to withdraw from the project.

Teachers were not accustomed to initiating projects, but in carrying out instructions given to them. They felt uneasy about working completely on their own, and whenever administrative support was not given to their activities, the activities collapsed. On the other hand, administrators, when uninformed about project activities, felt threatened both personally and administratively.

In the final year of the project, this issue was being confronted actively in several of the pilot school districts and in other schools involved as extension sites for the project. Mandatory labor negotiations between school boards and teachers is having the effect of strengthening the hand of the teachers, giving them increased assurance in speaking up and in initiating activities independently of administration.

Finally, the University team found it difficult to break through the stereotype into which teachers placed them. On the one hand, a deference to the "expert" caused teachers to assume a cooperative, complying stance, pleased to be involved in a project, and willing to be told what to do. Under these conditions it is obvious there would be some disenchangment and disillusionment when the experts fail to come up with satisfying answers but insist upon processes of teacher involvement and responsibility for action.

On the other hand, some teachers were always suspicious that the University staff were imposing upon the teachers' time with research projects primarily of benefit to a professor or a graduate student's need to publish. There was skepticism that a truly collaborative inside-outside team relationship could be established for the mutual benefit of all concerned.

In spite of these difficulties, it is apparent that successful team relationships were established in many respects, and that useful activities were engaged in. The following chapters describe some of the more significant of these activities.

# CHAPTER VI

# THE INNOVATION SURVEY: A DESIGN FOR IDENTIFICATION, DOCUMENTATION, AND DISSEMINATION OF INNOVATIVE TEACHING PRACTICES

Exploratory work on the problems of effective diffusion of innovative educational practices had revealed quite a high level of resistance and apathy in the process of identifying or seeking out or sharing new practices. The innovative teachers indicated many inhibitions to "blowing their own horn. Also many of the most creative teachers did not realize they had invented a significant practice. They could not conceptualize or articulate without help their own creations. The concept of social invention does not exist in the culture of classroom teachers. On the other hand there are inhibiting factors which restrain colleagues from seeking out and using inventive fellow teachers as resources. Interviews with them reveal that probably a majority of teachers feel that asking a colleague for help would be seen by the administrator, as well as the colleague, as a sign of weakness--of professional inadequacy.

The challenge of this undesirable state of affairs led the project staff to experiment with designs for identifying innovative practices, legitimizing the sharing of them, and attempting to help develop criteria for evaluating the relevance and importance of particular inventions. In this chapter, the innovation survey project is reported.

## The Survey of Teaching Practices

Orientation meetings were held for principals, teachers, and area team members of all four collaborating school systems. These stressed the contribution which techniques of identifying, evaluating, sharing, adopting, and adapting selected teaching practices would make to the quality of education and to the improvement of each teachers' arsenal of educational devices. The project team members were to act as consultants to help develop a survey of teaching practices and to support the dissemination of the innovative practices which were discovered. The teachers' task would be to provide the description of innovations, to share these with one another and to adapt these practices to suit their own needs. Such active involvement in the survey would serve hopefully to modify a teachers' self-concept so that he could come to see himself as an educational leader and active developer and adopter of good practices rather than an "educational mechanic" working routinely with someone else's tools.

The first step in this multi-faceted program was to develop an effective mechanism for retrieving innovations and to help teachers experience the process of search and evaluation. In December of 1964, therefore, teachers and curriculum coordinators in the four pilot districts completed a questionnaire which asked each teacher to briefly describe new educational practices they had recently tried. They also nominated other teachers whom they believed were trying new approaches with their classes. In this way, the over five hundred teachers in the four districts nominated and described some two hundred innovative classroom practices. This first step was used to make teachers aware that educational innovation exists in their school and that such innovation can be recorded in a form which will be potentially useable by other teachers.

The form on which these teaching activities were nominated and described is reproduced in Appendix A, Part II. It asked for a brief description of the practice, of the necessary physical and human resources demanded by the practice and of the goals of the practice. It also asked teachers to analyze the amount and kinds of preparation required of teachers and pupils in using the practice. Finally, the nominating teacher evaluated the practice. Some of the questions used on this form were as follows:

1. Please describe the teaching practice.
2. What resources did you use in developing this idea?
3. What goals were you working toward with this practice?
4. What happened while you were trying the new practice?
5. From your point of view, how successful was the practice in terms of your own comfort and feelings of effectiveness?
6. Did some aspects work less well than others?
7. What pitfalls should a teacher be careful to avoid?

Three examples of these nominated practices are reproduced on the following pages as illustrations:

Practice #17

## Teaching Interpersonal and Intergroup Understanding

Classroom Goal: The teacher was interested in increasing pupil mental health by providing opportunities for pupils to: (1) observe other pupil's behavior in unique circumstances, (2) appreciate the circumstances which lead to misunderstandings among people, and (3) promote insight into their own interpersonal behavior.

Methods and Resources Used: The teacher decided to use role playing as a classroom technique to promote a real understanding of how people think and feel under varying situations or circumstances. One example was role playing a situation centered on an inter-racial problem. By varying the historical perspective of the situation, the teacher could highlight the growing differences between North and South from the Civil War period up to the present time. Classroom discussion after role playing examined the circumstances that seemed to produce the changes in the behavior of various groups of people.

Evaluation: The pupils' reactions were favorable. In some cases, the pupils seemed to develop a more objective viewpoint in their attempts to understand bigotry and prejudice. Pupils were also more involved in learning the history of the Civil War period.

Contributing Teacher: Albert Ives
Belleville High School
Belleville, Michigan

Practice #18

## Teaching Interpersonal and Intergroup Understanding

Classroom Goal: The teacher was interested in fostering the development of the social and emotional maturity of her pupils. Observation of classroom behavior indicated that these pupils were below average in this phase of development. She hoped to increase their skills in learning to relate with, understand and accept other pupils.

Methods and Resources Used: The teacher decided to plan classroom discussions around one topic, such as accepting and using criticism offered by others. Topics were chosen in which the children could readily see themselves. These topics were selected from the real experiences of the pupils. First a small story was read illustrating the topic for discussion. Classroom discussion of this problem situation centered on: (1) diagnosis of the situation, (2) circumstances that led to interpersonal difficulty, e.g., misunderstanding the other person's intention, (3) listing alternate courses of behavior for the persons involved. Further questions from the pupils were encouraged and discussed by the class. Specific pupils were not identified with any particular problems.

Evaluation: The pupils indicated they enjoyed this procedure greatly. It seemed to provide a pleasant contrast to the normal classroom routine.

Contributing Teacher: Susan Renfrew
Rawsonville Elementary
Beleville, Michigan

Practice #20

## Teaching about the Formation of Feelings of Prejudice

Classroom Goal: The teacher was interested in helping children in an integrated classroom understand the basis, emotional meaning and universality of prejudice. She wanted the children to recognize that all people are prejudiced to a certain extent. Further, she wanted the children to appreciate the personal bases of prejudice and to be able to analyse their feelings from this viewpoint.

Methods and Resources Used: The class had been discussing the behavior of people who feel inferior or superior to others. They had read about prejudice before, but had not discussed it as it related to themselves. The teacher focused the discussion on feelings of superiority and rivalry. The class found examples of rivalries between homeroom sections, high school athletic teams, colleges and universities in Michigan, and competition in boy-girl relationships. The feeling that one group or person was naturally better than another, from the point of view of the person in that group, was found to be an example of prejudice. The class felt that one important dimension of, and possibly the basis of, prejudice was pride in self and/or group.

A discussion of racial prejudice followed. Current television programs on this topic were used as a resource. One program, "East Side-West Side," prompted a discussion on the question, "Why do some people dislike Negroes?"

Classroom discussion was the primary teaching method.

Evaluation: The teacher reported that more than half of the students were very interested; for others the classroom discussion may have been too verbal and abstract, or too threatening. Four months later many of the students remembered the discussion and evidenced meaningful learning.

Contributing Teacher: Joan Chesler
Romulus Junior High School
Romulus, Michigan

## Evaluating the Practices

The method for evaluating the most promising of the nominated practices was developed by the joint project team of scientists and members of the Department of Classroom Teachers with reactions from the State Steering Committee. Four goals were advanced by this group.

1. Select innovative teaching ideas which attempt to enhance pupil's motivation for learning and/or improve the classroom social emotional climate.

2. Select those teaching ideas which are truly new and different, eliminating those practices which are probably already used by a large majority of teachers.

3. Select those teaching practices which are designed to cope with relatively universal classroom problems in mental health and learning. (Teaching practices designed to meet unique classroom situations were to be excluded in order to enhance the utility of these promising practices for a large group of teachers.)

4. Select those practices which are most adequately developed and seem to demonstrate the greatest potential for accomplishing the stated purpose of the practice.

All the nominated practices were placed in a pool. Each area team evaluated one quarter of the nominated practices. In order to increase the objectivity of the evaluation, rating scales were developed and all evaluations were done independently. Area team members did not evaluate practices nominated by teachers in their own school district. Each practice was evaluated by four or five educators drawn from both elementary and secondary school levels and from classroom teachers and administrators, and by one or more social scientists. Practices were recommended for inclusion in the book of teaching practices based on a majority area committee decision.

Evaluating the practices was not a simple problem. Many teachers and administrators "intuitively" know what is a "good" teaching practice and what is a "bad" one. Using specific criteria and scales, however, required an effort at systematic, scientific, and objective definition of useable teaching practices. The evaluation of these collected practices was designed to encourage teachers to explicitly define and determine standards for wide-scale evaluation of teaching practices. This was conceived of as one step in the construction of a more systematic approach to education that would shift the teachers' role from one of uncritical acceptance of innovations to a critical assessment of own needs and the quality of those new practices available for consideration.

The area committee made its final selection of thirty most promising practices for immediate distribution to all participating teachers. Brief descriptions for all of the practices were written up and these were approved by a contributing teacher. The thirty practices were bound together in a "catalogue of promising practices."

This catalogue consisted of a black loose-leaf notebook. One catalogue was distributed for each three teachers in the building with a routing slip with the three names on it. Staff meetings were held in each school to prepare the way for this distribution.

## Getting fuller documentation

In preparation for requests from interested teachers, the project team elicited fuller documentation of the thirty selected practices from the innovating teachers. An outline of a detailed description of a practice was prepared and given to each of the teachers. In some cases a field trip and interview was needed to get the documentation needed for the thirty writeups. An example of the documentary description of Practice 17 follows.*

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*Additional detailed descriptions of Practices 18 and 20 are provided in Appendix C.

Practice #17

## Teaching Interpersonal and Intergroup Understanding

Contributing Teacher: Albert Ives
Belleville High School
Van Buren School District

## . General Description:

Along with teaching the history of the Civil War period, I was interested in developing inter-ersonal and intergroup understanding among my students. I hoped to accomplish this by providing oppor-unities for my students: (1) to observe other people's behavior in unique circumstances, (2) to ppreciate the circumstances which lead to misunderstandings among people, and (3) to promote insight nto their own interpersonal behavior.

Classroom discussions on prejudice, supplementary lectures, and role playing as techniques ere used to further these goals. In one role playing episode students played the parts of typical itizens of the times, both North and South, depicting their established viewpoints. In a second ole playing episode a debate took place in a mock senate on the question of secession from the Union.

The teacher saw the student's reactions to these experiences as favorable. They seemed to evelop more objective viewpoints in their attempts to understand bigotry and prejudice. They ained new respect for each other as individuals and in the process developed skills in the art of onstructive thinking. The students were also more highly motivated in learning the history of the ivil War period.

| PROCEDURE | ANTICIPATING POSSIBLE BARRIERS | SUGGESTIONS FOR OVERCOMING BARRIERS |
|---|---|---|
| II. **Preparation:** | | |
| The class discussed the nature of prejudice, providing a basis for studying the Civil War period. | | |
| Several forms of group work had been used over a period of time so the student would learn how to function in a framework of cooperation and compromise. | | |
| III. **Practice:** | | |
| The class studied intensively, the Civil War period of American history. | At first students were lukewarm to this area of study. | When the students became involved in role playing, interest increased. |
| Students supplemented their text book by using school and public libraries. | | |
| Emphasis was placed on individual research beyond the basic facts provided by lecture and texts. | Some students not prepared to do individual research. | Teacher can act as a consultant in helping pupils locate materials, organize their reading, etc. |
| A role playing technique was used to vitalize the learning experience. Members of the class portrayed typical citizens of the North and the South during this period. They enacted skits portraying the growing differences of North and South and the conflict of Northern and Southern ideology over slavery. | | |

| PROCEDURE | ANTICIPATING POSSIBLE BARRIERS | SUGGESTIONS FOR OVERCOMING BARRIERS |
|---|---|---|
| II. Practice: continued | | |
| mock senate debate was held on he question of secession from the nion. Any arguments offered had o be of sensible quality, although rrational impulses were not entirely xcluded. | Students may not prepare for the debate seriously. | Another class was present to witness the debate. The students performed well and this proved to be the highlight of the study. |
| he problems of this period of time ere then projected to the present day n which the roots of the problem have ot been removed. | | |
| cademic outcomes were evaluated by ritten tests. The performance of hose students involved in role laying was also evaluated. | Attitudes could not be reflected in their grade. | |

IV. Evaluation:

## DESIRED OUTCOMES

To provide students with a working knowledge of the Civil War period as well as an understanding of the men and personalities behind the facts.

To provide an understanding of different points of view, not only from this period, but on a broader basis, including man's relation to man within the framework of humanity.

To encourage constructive thinking.

. **Evaluation**: continued

## OBSERVED OUTCOMES

felt pupil's academic learning was more than satisfactory.

st students demonstrated a noticeable and positive change in their attitude toward history.

was personally satisfied with my first experience with this particular practice.

**Materials and Resources**:

The school text used was Wilder, Ludlum and Brown, *This is America's Story*.

School and public libraries were used by students to supplememt their individual research in the Civil War period.

Visual aids such as bulletin board materials and American History Maps relating to the study were used. Films and slides would have been desirable.

A teaching colleague served as a personal source of additional insight into this period of history and the men who made it.

2

## Evaluating Teachers' Response to the Catalogue

One way in which the catalogue's effectiveness was judged, was by asking teachers to return a postcard indicating their interest in using one or more of the practices described therein. Many respondents said that they were interested in trying one of the practices, while others requested more detailed information on seven or eight different practices. A second postcard survey, however, indicated that these respondents actually tried very few of them. The response to the postcard inquiry is as follows:

Post-Card Responses to Book of
Promising Teaching Practices

| Response to Book | N | Percent |
|---|---|---|
| a. Don't understand book | 1 | 12% |
| b. Found nothing new in book | 47 | |
| c. Will probably try one of the practices on my own | 47 | 25% |
| d. Would like more information about one or more practices | 58 | |
| e. Did not return postcard | 258 | 63% |

As this tabulation shows, most teachers failed to respond to the questionnaire. However, of the total sample, some 25% said that they intended to try one of the practices or that they would like more information. There are a number of reasons for this apparent lack of success in stimulating diffusion. First, not every teacher who innovates will adopt another teacher's innovation. In fact, many teachers devise their own procedures precisely because they do not feel open to use others as resources. One example is the social "isolate" in the staff. These individuals show a relatively high rate of innovations, but neither share with nor borrow from others. The quality of the innovation is probably often quite poor because of the lack of testing that comes from interaction with others.

The research findings indicate that perhaps 25 per cent of the teachers in the total sample were ready, without further stimulation, to adopt others' practices. This is also the percent that indicated a willingness to try one of the practices or asked for more information on our postcard responses. The research report indicates that many variables affect a teacher's willingness to try out a new practice, such as colleague relationships, relationg to the principal, years in the school, demographic background, membership in educational organizations, and need for power or achievement.

To probe more deeply into teacher reactions, followup data were collected from the 25 per cent of teachers who responded to the postcards. Twenty percent of them had tried at least one of the disseminated practices. Many of the others indicated that they felt lack of time had been an important factor in non-utilization of the selected practices. Others said that they had lost their booklets, had seen them only briefly and had not taken notes, or had received them too late in the year. Still others said that the practices were not adaptable to the grade level they were teaching, that they did not have the proper equipment, or that the practices were not described in sufficient detail. Some of the teachers with many years of experience felt that the practices were not really new. Many of the younger teachers, however, felt that the practices were very valuable to them since they had not used or heard of these practices before.

A challenging question emerges from this followup inquiry. Were the selected practices or their descriptions inadequate or are such statements defensive reactions to novelty and change-challenges. It is quite possible that many teachers sought a way to rationalize their non-adoption of these practices because of implications for change-effort and the value confrontations implicit in seriously considering the new practices, even if colleagues had rated them as good quality innovations.

## The Challenge of Stimulating More Effective Dissemination

The results of these efforts to retrieve, document, and disseminate the catalogue of good practices confirmed the original hypothesis of the project staff that most successful educational innovation and adoption requires crucial elements of interpersonal process. A relatively small number of practicioners are able, in terms of motivation and skill, to respond openly and effectively to new practices made available to them as written descriptions. Additional conditions of facilitation are necessary.

About this time the project staff met with the teams of collaborators in each school system to analyse the factors that support and hinder the active innovation and diffusion of creative teaching practices. During the evening meeting of brainstorming the following forcefield analysis was generated as a summary of their experience:

### Forces Relevant to the Facilitation and Hindrance of Innovation and Diffusion of Teaching Practices

| Facilitating Forces | Hindering Forces |
|---|---|
| **1. Peer and Authority Relations** | |
| A. Sharing sessions or staff bulletins become a matter of school routine. | A. Little communication among teachers. |
| B. Public recognition given to innovators and adopters; innovation-diffusion seen as a cooperative task. | B. Competition for prestige teachers. |
| C. Sharing ideas is expected and rewarded; norms support asking for and giving help; regular talent search for new ideas. | C. Norms enforce privatism. |
| D. Area team liaison supports new ideas. | D. Colleagues reject ideas. |
| E. Principal or superintendent supports innovation-diffusion activity. | E. Principal not interested in new ideas. |
| F. Principal helps create a staff atmosphere of sharing and experimentation. | F. School climate doesn't support experimentation. |
| G. Staff meetings used as two-way informing and educating sessions. | G. Principal doesn't know what's going on. |
| H. Teachers influence the sharing process. | H. Teacher ideas don't matter. |
| I. Inservice training program gives skills needed to innovate and adapt. | I. No continuing education program for staff. |
| **2. Personal Attitudes** | |
| A. Seeking new ways. | A. Resistance to change. |
| B. Seeking peer and consultant help. | B. Fear of evaluation and rejection or failure. |
| C. Always open to adapting and modifying practices. | C. Dogmatism about already knowing about new practices. |
| D. Public rewards for professional growth. | D. Professional growth not important. |
| E. See groups as endemic and relevant for academic learning. | E. Negative feelings about group work. |
| F. Understand connection between mental health and academic learning. | F. Mental health is "extra." |
| G. Optimism. | G. Pessimism. |
| H. Test ideas slowly. | H. Afraid to experiment. |
| I. Suiting and changing practice to fit one's own style and class. | I. Resistance to imitating others. |

## Forces Relevant to the Facilitation and Hindrance of Innovation and Diffusion of Teaching Practices

| Facilitating Forces | Hindering Forces |
|---|---|
| **3. Characteristics of the Practice** | |
| A. Relevant to universal student problems. | A. Does not meet the needs of a class. |
| B. Can be done a little at a time. | B. Requires a lot of energy. |
| C. Consultant and peer help available, needed skills are clearly outlined. | C. Requires new skills. |
| D. Clearly aids student growth. | D. Requires change in teacher values. |
| E. A behavioral change with no new gimmicks. | E. Requires new facilities. |
| F. Build in evaluation to see progress. | F. Won't work. |
| G. Innovation has tried a new twist. | G. Not new. |
| H. Student, not subject, oriented. | H. Not for my grade level or subject. |
| I. No social practice can be duplicated exactly. | I. Effectiveness reduced if practice gains general use. |
| **4. Physical and Temporal Arrangements** | |
| A. Staff meetings used for professional growth; substitutes hired to free teacher(s) to visit other classrooms; lunchtime used for discussions; students sent home for an afternoon so teachers can all meet together. | A. No time to get together. |
| B. Extra clerical help provided. | B. Too many clerical duties to have time to share ideas. |
| C. Staff meetings for everyone to get together, occasionally; grade level or departmental meetings. | C. Classrooms are isolated. |
| D. Meetings held in classrooms. | D. No rooms to meet in. |

From this type of review of the experiences with the dissemination of the survey of practices the project team decided that, instead of expanding this design to a larger number of school systems in the state, they should focus more intensively on the issues of resistance to diffusion.

The diagnosis of difficulty seemed to lead in two directions:

1. It seemed necessary to introduce more interpersonal face-to-face process into the sharing of practices.
2. It seemed crucial to work on creating, in a school staff, the psychological and social conditions of readiness and motivation to innovate and to adapt the practices developed by others.

The next two chapters report the designs for educational improvement which emerged from these two directions of work.

Chapter VII reports on the design for face-to-face surveying and sharing of innovative practices.

Chapter VIII reports on the use of feedback seminar sessions to influence the attitudes and values of a school staff which are basic to the development of a staff climate for innovation and adaptation of new practices.

# CHAPTER VII

## A DESIGN FOR A SHARING OF INNOVATIVE PRACTICES INSTITUTE

In the previous chapter there was reported one approach to the identifying and sharing of creative teaching--though the survey, documentation, and dissemination of selected practices.

Another design developed and tried out by the project team is the "Sharing Institute." We summarize here an illustration of this design.

### Objectives of the Institute

1. To help teachers confront the need to share professional practice and to understand and cope with the typical restraints against sharing.

2. To provide an opportunity for teachers to have a successful experience in sharing their teaching inventions with each other.

3. To provide a model of sharing activity which could be adapted to their own building as a continuing activity.

### The Operational Plan

The members of the school system committee, working with the consultant from CRUSK, recruited a collaborator from each building to help invite the teachers to the Sharing Institute. The administration approved of a teacher institute day during which teachers might participate in this activity or other types of professional development activity. The design for the day was jointly planned by the inside-outside committee.

### The Institute Design and Program

1. Coming Together (9:30)

The cafeteria served as a conference center. Teachers were met by a member of the host committee and made out name badges identifying themselves, their school, and grade level or subject matter. Coffee was available.

2. Getting Started (10:00)

The administrator welcomed the group, emphasized his belief in the importance of professional colleagueship in the sharing of professional problems and know-how. He introduced the local teacher chairman of the institute committee. She introduced her building collaborators; then, introduced the university consultant who was to start the program.

3. Orientation to the Concept of Sharing Inventions (10:15)

The university social scientist compared the process by which ideas are diffused in teaching with the same process in such fields as medicine, industry, and agriculture. He said that when new practices are tried in these nonteaching fields, the measurement of their success or failure is relatively quick and easy. The sick patient does or does not recover; the new machine does or does not do the job; the new fertilizer does or does not produce a greater crop yield.

However, when trying to measure the effects of a new teaching practice, investigators are faced with such imponderables as human values, feelings, and behavior patterns. Thus, they can never be sure whether the learning that takes place is because of or in spite of the new practice. Furthermore, the introduction of a new teaching practice involves making a major change in the accustomed way of doing or looking at things--a difficult task even for those who wish to do so.

The speaker stated that if education and teaching are ever to be able to use new knowledge with the effectiveness that is used in some other fields, educators will have to bring every resource of the social sciences to bear on this important area of changes in human behavior. He challenged the teachers present to acquire some needed skills in sharing practices with each other. He said that the sharing process might create greater change if the teachers would discuss it in a disciplined way.

4. The Forcefield of Support and Resistance to Sharing (10:45)

The large conference group then broke up into groups of eight to ten. Each member had a copy of the conversation guide which briefly presented the idea that the amount of communication between colleagues is determined by "forces against communication" and "forces favoring communication." Some of these forces are within us, some in our relations with colleagues, some in the climate of the building, and some in the larger school system. Each group was asked to make a forcefield of forces supporting and inhibiting teachers in the sharing of their teaching inventions. Each group was asked to recruit a reported who would write directly on a prepared ditto master sheet so that all group reports could be run off immediately.

5. Sharing Key Ideas (11:15)

The group re-convened for a brief sharing from the reporters of key forces supporting and inhibiting sharing of practices. Some of the forces they identified in their reports are summarized below:

Barriers to Sharing

Within the school: lack of scheduled time to discuss new ideas; lack of administrative co-operation; class load too large; too much time taken up with "problem" children, too departmentalized (junior high school); different maturity levels among the children;

unsatisfactory interpersonal relationships among the staff; difficulty of communicating with other staff members because of poorly planned building layout; failure to follow through on promising practice when teacher who introduced it leaves the school.

Within the school system: lack of communication between schools; no time to visit or observe what is going on in other buildings; shortage or lack of consultants; uncertainty as to principals' response to the idea of sharing; conflict between teacher organizations.

Within myself: lack of self-confidence; fear of criticism; disinterest in sharing my ideas with others; fear of asking for or giving advice; lack of personal initiative or enthusiasm for my work; uncertainty about my effectiveness; differences with colleagues over educational philosophy and goals.

### Conditions which Encourage Sharing

Within the school: good communication with teacher who had same children the previous year; frequent grade level meetings; scheduled time for sharing ideas; supportive attitude of the principal; reduced class size; good interpersonal relationships, especially between experienced and probationary teachers; willingness of principal or consultant to act as liaison person in communicating good practices; released time for sharing.

Within the school system: exchange of teacher between buildings; professional visitations; administrative and board support for sharing; up-to-date professional library; system-wide grade level meetings.

Within myself: positive attitude toward change; ability to adjust or adapt to change; self-confidence; desire for professional growth; desire for recognition as a creative teacher; desire to stimulate others; concern for the educational growth of children.

### 6. Reactions to New Ideas (11:40)

Just before the general session ten teachers were recruited at random and received briefings to depict, in a role playing episode, ten different typical responses to new ideas presented by a colleague. The types of response were: "I like my way best," "It's a very doubtful idea," "I'm hired to teach the 3 R's," "What does research say about that?" "It would not work for me," "Give me anything that's different," "Your idea sounds good, but...," "I have the superior insights--I'll help you," "Would the principal approve?" "I'll have to ask the others before I try it."

These episodes seemed to provoke much reflective thinking and added a light dramatic touch to the end of the morning.

### 7. Identifying and Sharing Practices

After lunch, the participants again broke up into groups--one for each grade from kindergarten through sixth, plus a separate group for secondary teachers and another for principals and administrators. Each group included one visiting teacher from the other three participating school systems in the Diffusion Project and a staff member from the Universit of Michigan, who acted as discussion leader.

In the grade-level meetings, the discussion leader solicited promising teaching practices by asking each member in turn to contribute a one minute description of the teaching invention of theirs which they felt would make a contribution to their colleagues. The three or four practices having the greatest relevance for the participants were selected by vote for intensive probing, using the following guidelines; How does this practice meet an educational need in my class? How might I adapt it to fit my class? What barriers can I anticipate in using this practice? What kinds of skills do I need for trying this practice? How can I evaluate this practice after trying it?

At the end of this two-hour sharing session, the teacher-recorder wrote up the practices selected for description directly on ditto masters. Dittoed copies were provided to every participant in the Institute. It was very encouraging to see the active disciplined approach of each work group in probing and analysing the selected practices, using a colleague as a resource. It was perhaps even more encouraging to see the openness and non-defensiveness of the selected informants in reporting their failures and successes in the development of their particular practice inventions.

### 8. Evaluation (3:30)

In the final few minutes of the Institute the participants filled out a sheet assessing the value of this type of design for professional improvement. Eighty-three percent rated the Institute as helpful or very helpful and 17% expressed doubts as to the value for them. Over 90% indicated they would like to attend similar meetings in the future. Some suggested additional activities such as observing the originator of a particular practice, and having consultant help in adapting and trying out the new practice in their own classroom.

## Staff Observations of This Design for Sharing

The school system teams conducted several subsequent sharing conferences. It is our observation that these were not as successful when they omitted the orientation phase, and when they permitted the sharing sessions to become general discuss sessions without a clear design for a group procedure of selecting particular practices to focus on.

Although these sharing sessions are an important step forward in the dissemination of creative practice, there are two major weaknesses. First, the potential adopters need help in evaluating the significance for them of the particular invention, using such criteria as those described in the previous chapter. Second, some type of followup help from the inventor or a consultant will often be needed at the time that the adopter is ready to tryout the new idea.

# CHAPTER VIII

## FEEDBACK: DEVELOPMENT OF THE CLIMATE FOR INNOVATION AND ADOPTION

The basic research in other fields, such as agriculture and medicine, has revealed that the process of diffusion is slow even when the innovation is a "thing" fairly easy to disseminate and adopt (e.g., a new seed, fertilizer, drug, implement).

The project team in this inquiry quickly discovered, as have other educational researchers, that much more is involved in the adoption and adaption of most new educational practices, because these are usually new patterns of performance that confront issues of value-change, knowledge-change, and skill-change in the potential adopters.

So one of the most crucial aspects of any program of educational improvement is the challenge of creating the psychological and social climate and resources for innovation and adoption.

One technique for helping create this climate is a program of feedback or feed-in of research information and concepts about the process of change and resistance to change in educational practice. In industrial research the program of research feedback sessions has often been used to communicate the findings of morale and productivity studies, in order to create understanding of the need for change and to stimulate attitudes and intentions toward change. The team in this project used this experience from the field of technological change as a background for developing procedures to stimulate readiness and motivation for educational change.

The term feedback is used to refer to those school building situations where data collected in that building are reported back or fed back to stimulate collaboration efforts to interpret and use the findings. The term feed-in is used where data collected in other school buildings or school systems are fed in to another building to stimulate thinking and application to their own situation. When the general program of slide projections developed by this project is used in other settings it is a case of feed-in. Typically a feed-in series of meetings with a faculty rouses less defensiveness about the data, because it is not about themselves. But there are more issues of relevance of application of the data to themselves and easier opportunities to rationalize and avoid the implications of the findings. A feed-in program can often be the stimulus for a decision to do data collection within the building.

The data used to prepare feedback and feed-in sessions in this study have been reported in our other report.[1] We now turn to an account of the data utilization activities aimed at creating a building climate of support for innovativeness and readiness to adopt and adapt the innovation of others.

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[1] Mark Chesler and Halim Barakat. Op cit.

## Goals of Feedback Sessions

The feedback sessions for all school levels and for both teachers and administrators were designed to serve three functions:

1. to fulfill an obligation to report findings directly back to schools from which they came,

2. to stimulate continued interest and participation in the project by both administrators and teachers, and

3. to encourage increased innovation and sharing and readiness to consider and be open to adaption of the innovations of colleagues.

The third objective was considered to be the most cruical. This was an integral part of the project purpose of finding ways of stimulating innovation and sharing at a grass roots, teacher level.

To accomplish this goal required more than simply introducing a set of research findings and assuming that such "hard nosed data" would lead directly to action-taking. A groundwork had first to be laid. This consisted of four components: (1) clarifying concepts which would help systematize the intuitive observations of school building activities, (2) making a shift in the basis of action-taking to empirical data rather than day-to-day "hunches," (3) developing tools for examining and interpreting research findings for individuals usually not well versed in this area and (4) finally, a review of the findings and an attempt to draw action-taking implications from them.

Many of the most useful concepts with which the project dealt were very abstract and unfamiliar (e.g., sociometric relationships). It was believed that a clarification of these concepts would help teachers analyze their own activities and those of administrators and colleagues and would provide frameworks for the systematization and rational evaluation of a wide variety of data to which teachers are daily exposed. For instance, teachers perceive that there are cliques in the school--certain teachers often meet with one another, while others stay primarily by themselves. If they could be helped to look at such group formations through a sociometric framework, they might better be able to understand their impact on the climate of support for creativity or conformity.

In addition to using strange concepts, a new vocabulary had to be introduced to the meeting participants. This language distinguished between seemingly similar activities which were often examined together (e.g., adoption and adaptation). Blending these concepts often masks crucial analytic differences. This more precise language helps support more precise thinking and examination of the problems discussed.

Many "intuitive" observations about school systems are usually used to guide the day to day behavior of both teachers and administrators. The feedback activities introduced them to more rigorous data, and, more importantly, to its potential for deriving implications. This task involved increasing the level of methodological sophistication of the faculty, in addition to introducing the concepts and vocabulary.

For example, a questionnaire is a useful devise for obtaining data about how colleagues feel. Yet, it is seldom used in a school. Likewise, many teachers are prone to saying "many teachers do this or do that," rather than stating specific, verifiable relationships. The objective was to demonstrate the possibilities inherent in scientific study of schools and, as a converse, to identify some of the limitations in the less-systematic non-objective approach.

## Mechanics of Data Presentation

The feedback sessions usually centered around a set of overhead projector slides which illustrated some of our research findings. A sample feedback slide is reproduced in Figure 1. A typical series of slides is reporduced in Appendix G.

From a review of the 1963 survey findings the data were grouped into four distinct sets of factors affecting innovation and sharing:

1. teacher-principal relationships,
2. individual teacher characteristics,
3. teacher-teacher or sociometric relationships, and
4. building characteristics.

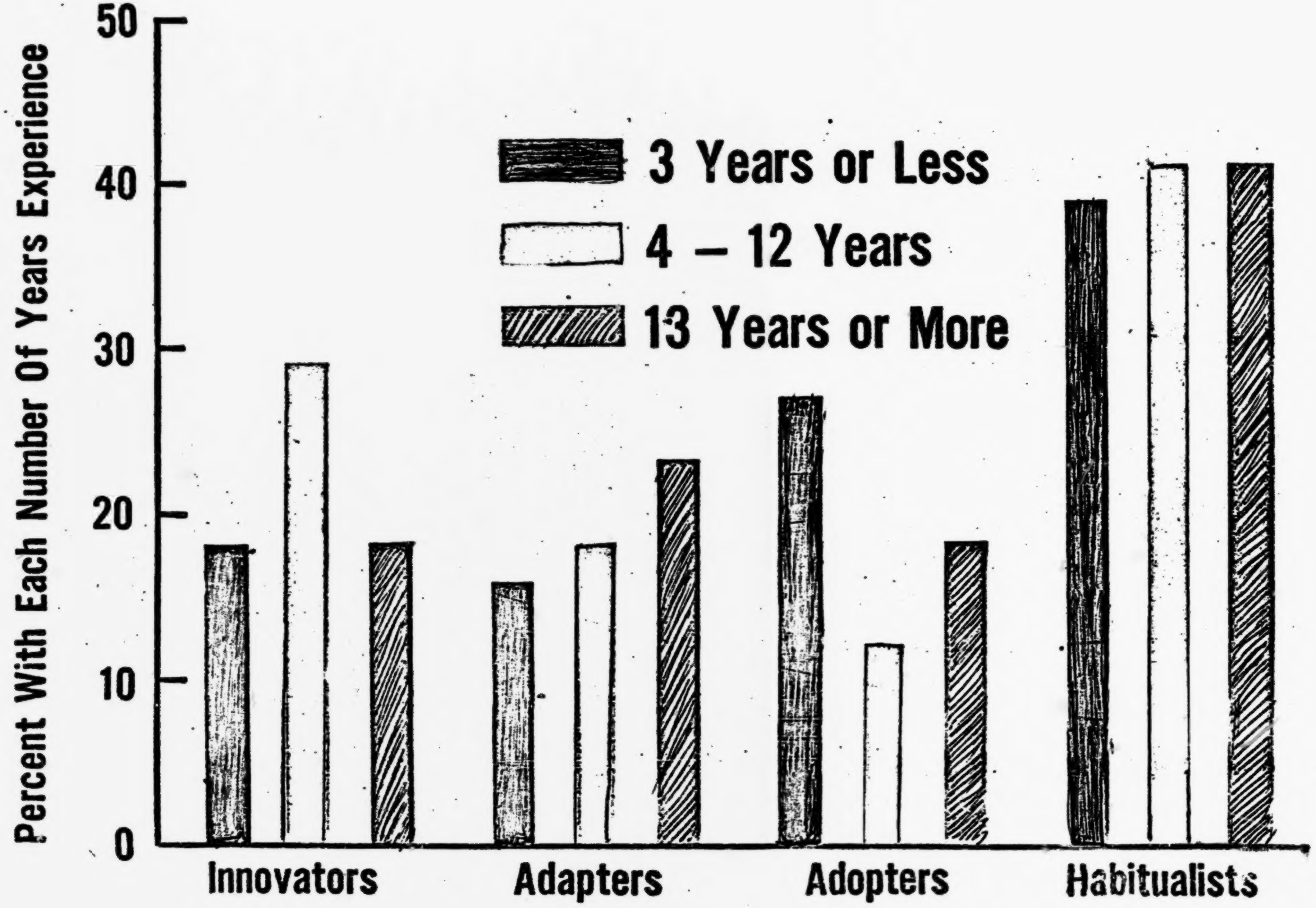
However, each cluster of findings did not receive equal attention. The focus was on findings which examined factors which might potentially be changed by teachers. For instance, the feedback did not stress the way in which a teacher's age affects innovation, but did stress the way in which teacher-to-teacher communication does.

The focus was on deriving action ideas from systematic evaluation. Second, the findings were first presented in general terms, so that teachers in a school with a low innovation level might not be pushed into reacting defensively to information about their particular school. If they could first be helped to understand the general factors affecting innovation, they might be able to transfer these concepts to a systematic examination of their own invironment.

Many of the slides contained from one to four overlays. Each overlay could be examined separately or all could be seen at the same time. This procedure was followed so the presentor could show participants a selected portion of a slide and they could predict at the rest. For instance, they might see the grid of a line graph. The grid would contain a list of independent and dependent variables. Then, groups of teachers would advance hypotheses to describe the relationships which they believed existed between the variables and would attempt to explain the rationale behind their choices. This activity was designed to gain teacher interest and stimulate inquiry.

The slides themselves were revised as meeting participants raised questions or pointed out problems in understanding and interpretation. From this constant revision, reaction and revision, several valuable visual techniques emerged.

# RELATIONSHIP BETWEEN INNOVATION, ADAPTATION, ADOPTION, AND HABITUALISM AND NUMBER OF YEARS EXPERIENCE IN TEACHING



First, although research findings presented in statistical terms are foreign to most teachers and somewhat difficult to understand, they insured maximum interest and involvement on the part of participants. In early versions of the slides, the findings were illustrated by using a simple text, with illustrative cartoon figures. Such slides were perceived as "obvious" and sometimes aroused the suspicion that the researchers actually did not have real data to support the conclusions. When the team shifted to graphs of actual "hard data" new problems of understanding and interpretation were encountered. Continued simplification was necessary. In the final programs each session began with some pointers on reading graphs. Once this groundwork had been laid, reactions were enthusiastic.

Second, concepts themselves can effectively be portrayed through visual diagrams and orally-presented explanations. For example, sociometric structure can be depicted through a series of circles (representing individual teachers) connected by two-headed arrows (representing interaction or communication patterns). However, this abstract information must be brought within the range of daily experience by pointing out that this is simply a structural picture of the kinds of cliques and patterns of likes and dislikes around which much school life centers.

Third, many teachers are psychologically blocked by the idea of "research findings." Hence, stimulants must be build into the visual materials themselves, such as alternating different background colors to increase attention level and to reduce possible monotony. Although these colors were probably not perceived by the participants, experience suggests that they are an effective attention-holder. Also a variety of different types and sizes of lettering and different types of graphs were used. For example, line graphs were used to demonstrate certain findings, bar graphs to show others. Still others were presented through simple tables of percentage distributions.

## Feedback Sessions with Teachers

Feedback sessions for teachers and administrators developed somewhat differently. Since the techniques discussed above were used most frequently with the teachers, these sessions will be reported first.

Feedback activities were held in approximately half of the initial sample of twenty-seven school buildings during the winter term of 1966. Ten to fifteen teachers participated in most sessions. All were held in two of the experimental school districts.

When the staff originally planned these feedback sessions for teachers, it was hoped that the teachers themselves would conduct the discussions. However, area team members had little previous experience with research findings. They felt very unsure of their competence in interpreting the findings to colleagues. This latent fear, and perhaps distrust, of research findings seemed to be a central theme in thinking about feedback sessions. In any case, team members resisted accepting the leadership of feedback sessions even though the project has initially been conceived and discussed with them in these terms. As one team member put it, "This is when we really need you." One of the most dynamic members of a school system team added "I'll just sit there and make comments whenever I feel like it, or I might ask some questions to help the discussion." She added, "You run the sessions!" Because of these considerations, one staff member attended each feedback session and guided the discussion of the research findings.

All sessions were scheduled during regular faculty meetings and lasted about one hour. Some were held before the school day officially began (about 8 a.m.), while others occurred after classes had been dismissed (about 3 p.m.). The meetings scheduled before school began were generally more effective. Teachers were refreshed and were looking forward to coffee and a stimulating discussion. After school, however, they were tired and looking forward only to going home. An afternoon feedback meeting seemed an unwarranted intrusion of their free time. The first few slides briefly reviewed the history and goals of the project. This "refresher" course was particularly important because half of the teachers were new to the project schools each year. In addition, many of those who had participated in the first surveys had received no recent information about them.

After briefly reviewing the project's background, the major concepts were introduced: innovation (the trying of something new) and diffusion (the spread of such innovations throughout a building or system). Since innovation is a very complicated process in education, the presentation further distinguished between the amount of individual time and energy a teacher had invested in these new practices; whether borrowed from a colleague or from another source. Adoption was defined as borrowing a teaching technique without making major changes in it. On the other hand, adaptation involved considerably modifying a teaching practice to suit an individual teacher's classroom needs.

The success of the meeting often hung on its early phase. Discussion and active confrontation of the facts needed to begin immediately. The slide illustrating the relationship between teacher satisfactions and innovation was very effective, for instance, because different hypotheses could be put forth and actively debated. Some teacher suggested that a very satisfied teacher would be unlikely to innovate, while others felt that such a teacher would be very innovative. The first group reasoned that satisfaction is somewhat synonymous with complacency. The second felt that a teacher must be happy with his current environment before he will try to contribute creative ideas to it. Both groups were partially correct and stimulated by the actual data. Even more significant for the success of each session was the presence of at least one or two active and interested participants. It was impossible of course to predict whether or not such individuals would be present. This role was often fulfilled by the area team members in the particular school in which the feedback session was held.

In order to better reproduce the flavor and potential value of such sessions, a report filed by a staff member after a feedback session follows:

## A Case Example of Feedback to Teachers

"In order to remove the inhibiting aspects of a school building, an experimental session was scheduled at an area team member's house for Friday evening. The principal arrived about one hour late, as planned. Both principal and teachers seemed to have excellent reactions, and the principal added much to the discussion by bringing in observations which resulted from a similar session held for a group of principals during the previous week.

The party was to begin at 7:30 p.m. at the house of Miss X, the art teacher. Stan (the staff presentor) and I arrived at 8:00. Five teachers were already there. We were directed to the basement where we started to put up the screen, etc. However, we did not get to show the slides until 9:30 p.m. The fuse was burned, and a new one had to be bought!

Ten of the thirteen teachers at the school were there. The kindergarten, first-grade, and fifth-grade teachers were the absent ones. There was only one male teacher. They all came without their spouses. The principal and his wife arrived shortly before the slides were shown. He had intended to come after the showing of the slides, and not knowing the fuse would be burned, he was off in his timing! Two other teachers, one a man and the other a woman, who did not teach at the same school, but who were the hostess's friends or relatives, also came.

Drinks and light refreshments were served to everybody before we set ourselves to the task. The teachers struck me as a very gay and informal group. This could be because of the social atmosphere. My guess is the fact that a party was suggested at all reflected that they were close enough to welcome one to begin with. The teachers themselves also indicated several times that they were a friendly group doing a lot of sharing all the time.

I was also impressed by their reactions to the slides. They immediately began to talk sensibly--a sharp change from the joking that preceded, and two of them struck me as doing fairly high-level thinking. One of them was the male teacher. The other was an elderly teacher who obviously had a lot of teaching experience and was confident of her influence. They were the two teachers who did most of the talking and were not afraid to make guesses about results and to support them, before actual results were exposed. The principal was good at pointing out significant points of interest in the slides too, since he had seen them before. He was ready to say what he made out of certain findings, what the principals' general reactions were, and where they failed to make sense out of certain results. It would be hard to estimate how much his presence facilitated or hindered expression on the teachers' part. But he certainly helped to focus their attention on the direct relevance of the data to their own building. Stan was also quite good at directing the teachers' participation and he certainly helped to focus their attention on the direct relevance of the data to their own building. Stan was also quite good at directing the teachers' attention to dimensions of interpretation that did not come up in the discussion.

The impression I received, then, was sincere interest on the teachers' part. They could point out where they thought the findings did not apply to their building, e.g., they did not think the very poor architectural arrangement in their building hindered their sharing. They wondered if some data did not come out as such because some secondary schools were included in the findings. They also challenged the idea that innovation was necessarily good. They said teachers innovated when they had to, and were more free to do so when there was no check on how good the innovations were, e.g., the one-room school teacher in former days. The teachers seemed to grasp the definition of innovators, adopters, etc., quite well. There was no need to redefine them later. The importance of having a few dynamic personalities on the staff and of soliciting the support of administrators was stressed several times in the discussion.

The slides and discussion of them took an hour. It might be too long, because no one was willing to contribute any more when Stan brought up the subject of what implications these findings had for their school. The question could be too big for any superficial treatment. They might find it difficult to keep all the findings in mind (the researcher could help by periodically summing up the results as we went on). Or did the presence of the principal make them reluctant?

The real party began after the slides. Everybody was gay again. They did not talk about the findings anymore. Were they glad that the slides were over with at last? Or did they just want a change of subject at that stage? From the way the teachers loved talking, I suppose they will bring up some of the findings for informal discussion later at school. However, for any action to originate or proceed, I would guess the principal would have to play an active role.

Not having observed any data feedback sessions previously, I am not in a position to say if this particular one generated more spontaneous discussion, or how much my favorable impression was due to the novelty of the experience for myself. I can at least say that given a close group of teachers, and a volunteer hostess, conducting data feedback or feed-in at an informal party gathering is workable. It may even be preferable to having one at the end of a school day when teachers are tired. That teachers came voluntarily to the party knowing there would be slides on data feedback could have helped in bringing out more discussion too."

As this report shows, the meeting's context is very important. If it is worked into a regularly scheduled staff meeting which begins with a series of routine administration matters, discussion can be stifled. The principal's presence may also serve to cut off discussion. Teachers might be reluctant to talk about the relationships between teachers and the nature of administrative support in their school. Or the principal may feel defensive about the role which he plays in a school's innovation and diffusion. Both teachers and principals can discuss the issues more fruitfully if they do so in their own groups first. Once each group has understood the findings and traced their implications, it is valuable to hold joint principal-teacher sessions. From a base of security and understanding, they can present and discuss each others' different viewpoints on the same questions. This insures valuable and stimulating give and take exchanges. Ultimately, each group may be brought to understand the other's position. Many principals, in fact, indicated that they found joint sessions with teachers very worthwhile, because they had never before had an opportunity to discover how they felt about these issues. Teachers often reacted in the same way.

## Evaluation of Teacher Feedback Sessions

Each feedback session was followed by the distribution of a brief post-meeting reaction sheet on which respondents rated the session's value and interest and described their reactions to it. One of the forms used is reproduced in Appendix E.

Different groups of teachers evidently reacted quite differently to these sessions, as evidenced by their responses. For example, similar orientation sessions were held at two elementary schools five days apart. The A-School session lasted for about 45 minutes; the B-School one lasted for about 15. In all other respects, the sessions were similar. The two schools also appear to be matched on such factors as relations between teachers and principal, intra-staff communications patterns and demographic characteristics of teachers.

The following illustrative summary is based on 16 questionnaire responses from A-School and nine from B-School. Note the crucial effect of the different meeting lengths!

Question 1 asked, "How helpful was this meeting to you?" Respondents checked points on a line connecting the adjectives "very helpful," "helpful," "some help," and "no help at all." In scoring this question, a check at "very helpful" yields a score of 1, while "no help at all" equals 4. The A-School mean was 2.1. The B-School mean was 3.3.

The next question asked respondents "Were any of the findings especially meaningful to you?" At A-School, 23 per cent said "yes." In addition, 38 per cent of these teachers said that the most meaningful findings involved the relationship between innovation and the degree of satisfaction which a teacher experienced with her life at school. At B-School only 13 per cent of the teachers found some meaningful findings.

We also asked the teachers whether they would be interested in exploring our findings in more detail. In the A-School, 81 per cent of the participants said "yes." About half of these also indicated that they would like more details about their own particular school at future meetings. Others suggested the need for (1) more time and (2) more illustrations (rather than "words ").

At B-School, only 13 per cent of the teachers felt they would like to explore the results further.

As a general summary, most teachers indicated that they found the sessions interesting and stimulating. If nothing else, they always found them to be valuable sharing sessions which provided them with an opportunity to hear their colleagues' opinions. Nevertheless, several problems emerged. One major drawback of the session seemed to have been the leader-centered nature of the interaction. The participants felt that the project staff member would answer specific questions about their school. They often viewed the staff member as an "expert who was going to tell me what I could do or what my school is like" rather than as a resource person.

Second, it was often difficult to judge whether or not the concepts were understood and more importantly, applied.

In the future, feedback sessions for teachers might focus on fewer research findings. They also might be preceeded by the distribution of a list of specific questions or problems around which the discussion would focus. If the session is prepared in this way in advance, the first portion will not have to be spent reviewing activities and definitions. Moreover, the discussion which ensues might be more thorough and stimulating. After the first few meetings an attempt was made to do this by distributing a copy of a sample survey questionnaires about four days before each meeting. A letter was attached which reviewed activities to date. These materials were sent to the area team representative in the session school and were distributed by him. In addition, to encourage continued investigation of the problems discussed, a two-page review of research findings was distributed after each meeting (see Appendix D). These "take home" materials provide a basis for continuity of discussion in the teachers lounge, faculty committees, etc.

It was the conclusion of the project staff and the teachers' committee that such feedback meetings are one feasible and effective way to stimulate a school staff to develop awareness and norms which support innovativeness and readiness to use the inventions of others.

## Feedback Sessions for Principals

We have examined the problems and possibilities involved in feedback sessions with teaching staff groups. On the whole the data were interesting but did not directly probe their teaching performance. For the principals it was often quite a different, more involving and threatening situation. Many principals felt that the feedback sessions would provide useful, detailed information to them about their school. Once data on a school's sociometric patterns were collected, principals assumed that they could use this information to operate the school more effectively. Many principals were also intensely curious about the way in which their teachers were reacting to them. Were the teachers satisfied with the principal? Did they see the principal as supportive? How accurate was the principal's perception of the school's social structure? In many cases, principals and teachers differed greatly in their perceptions of the school's social structure. In fact, those schools with the highest levels of innovation were those in which the highest degree of agreement between staff and principal on perceived social structure was found. Such agreement probably indicates extensive teacher to teacher and teacher to principal interaction and, in turn, a cohesive school. Such cohesion may be a prime ingredient in schools which will support innovative activities and encourage informal sharing in depth. Teacher satisfaction with the principal and his accuracy of perception were both obviously highly ego-involved questions for each principal.

To prepare for feedback sessions with administrators, the project staff selected some critical research outcomes seen as having relevance for theories of organizational leadership and management, and as having immediate utility and implications for the behaviors of administrators and staff. In the session described below one participating school system invited the project staff to provide feedback on these diagnostic outcomes to the principals of this system. The invitation was proferred by the assistant superintendent of schools, the administrative leader of the principals.

## A Case Example of Feedback to Principals

Project staff members met twice with the principals of this school system. The first session was marked by the consultants seeming to the participants to be vague and devious, and the participants seeming to resist the findings and their implications. It almost brought this phase of the project to an untimely death. The second session was highlighted by the participants seeing the researchers as having greater clarity and directness; and the researchers sensing a participant atmosphere of acceptance and concern for utilization. It brought new life to feedback efforts; it created new degrees of involvement commitment and plans for future work together.

### Resistance and Death

In a planning meeting with the feedback consultant, the assistant superintendent had asked that findings be fed back to his staff of principals. The presentors came into this first meeting with their own priorities and evaluations about the importance of feedback and research utilization. They also had invested considerable energy, time and professional concern in the project. As such, they had a vested interest in having the project be seen as helpful and successful, both by practitioner-clients and by fellow scientists. Since their own values, skills and egos were involved, they had personal as well as professional concerns to be seen as helpful and to be listened to and accepted. Moreover, the researchers had been aware of the gap between themselves and practitioners, and that they might be seen by teachers or principals as "out of touch with reality." These conditions may have served to cause the consultants to feel somewhat wary and defensive in the feedback situation.

In this specific situation the researchers had little notion of the principals' expectations or predispositions. Undoubtedly the reverse was true as well. The discomfort and/or resistance of the principals was clear at the outset of the first meeting; several people were late and some verbalized their reluctance to give up this time as they were "very busy people." The meeting was finally called to order about a half-hour late by the assistant superintendent. The introductions were barely over when coffee and rolls arrived and there was further delay causing several principals to look at their watches and remark that they should return to school. There were also some indications that this was a threatening situation; several principals joked about being able to "see what my teachers said about me" and "finding out how good the rest of you guys are."

The researchers then presented cross-system data on teacher attitudes and feelings. Principal resistance arose quickly when several questioned the validity of these findings. They felt that many teachers were not clear about the purposes of the project or questions at the time the original questionnaire was completed. The researchers presented other data which corroborated these findings but this did not reduce the principals' resistance. They reported findings regarding a positive relationship between teacher membership in small informal groups of colleagues and innovation, and they asked the principals to take the next step, to answer the question: "What implications does that finding have for your behavior as a principal?" It became clear very quickly that these principals doubted the validity of the question and the findings; in addition, they were unclear about its relevance to their own particular school situation; finally, they felt they should be getting answers now, not more questions.

Most of the principals did not feel that a report of data collected from all four school systems was useful to them. If they were to consider any data at all, they wanted the facts on their own individual schools. The question of confidentiality was raised and it was generally agreed that the individual school approach might reveal how individual teachers felt about their colleagues and principal. While this might have been useful knowledge to the principal, it would have violated the original confidentiality agreement between the teachers and the researchers. The principals then insisted that they at least receive data on their school system compared with other systems. The consultants agreed to return with the comparative data in two weeks.

It was also clear that the principals did not want to invest energy in working on the questions and implications posed by the feedback. Throughout their own schooling, as well as in their later relations with educators and scientists, these practitioners have been accustomed to hearing unambiguous dogma about the rights and wrongs of teaching and administrative styles. Such a frame of mind worked to the detriment of an explorative and experimental approach to educational management! Some of the principals were confused, bewildered and insecure when the consultants did not come forth with specific and clear answers about what to do. When the project staff explained that science does not necessarily have clear answers, and that answers may come out of the joining of the partial knowledges of scientists and practitioners, they were not put at ease. Such a direct attempt at collaboration placed a burden of self-involvement and self-responsibility upon the principals for which they were unprepared and which they could not handle. Some principals perceived this collaborative approach as a sign of failure and/or weakness; it might also have been seen as proof of the tender-mindedness of the scientist and one more demonstration of the non-utility of intellectuals in a practical enterprise. By some, it was seen as a manipulatory device, in which scientists with the answers withheld them, and thereby used others as guinea pigs for experimental, evaluational or self-enhancement purposes.

The resistance on the part of the principals appeared to be partly based on the history of what they feel has been an unproductive association with the project from the beginning. In the project's early stages, the staff was able to work ahead without agreement about ultimate direction and goals. They were confident such ambiguity would be clarified by the initial inquiries and field relations development. For teachers and principals, however, such vagueness was quite unsettling. It made some feel the project was frivolous and their time wasted. For others it was seen as an intellectual's "dodge," and the staff was seen as devious in not being frank with practitioners. Many practitioners were sure the project did have clear goals. Therefore, public unclarity could only mean they were once more being used as guinea pigs. Thus began and continued a subtle posture of mistrust. Concerns about trusting intellectuals and being used were joined when the staff was asked belligerently: "Who's using us for his dissertation?" It was difficult to explain how that usage of data could improve the quality of professional activity and thereby justify teachers' involvement.

It was clear that these feedback activities were not being conducted and could not be conducted in a vacuum. The history of the schools' relation to the project had already predisposed some principals to respond negatively to the data. This group of principals also had met often before, and they constituted a small social system with their own unique history and traditional patterns of relationships. The assistant superintendent, for instance, while going out on a limb to set up the meeting, was not prepared to risk any more of his power supporting the feedback when the going got rough. The outsiders' entrance into this ongoing social system provided a focus for some previously unstated feelings and issues. Some of these issues concerned the principals' relations with each other, but others directly concerned their common relation to upper administration and also to the project. It was the voluntary character of this project-practitioner relationship that permitted the principals' interest in withdrawal to be a meaningful and threatening resistance. In a nonvoluntary or coercive relationship the practitioner would not have had such power over the typically higher-status scientists who had been sanctioned by top administration. Despite these clear warnings, the project staff apparently continued to fail in the attempt to alter their approach and heighten their rapport with these practitioners.

One of the basic problems was a misunderstanding around the fact that the project was a means of studying the process of sharing teaching practices. Many principals and teachers saw it as a means of getting a list of effective teaching practices that they could diffuse to their staffs. The project was also unique in that it attempted to stimulate teachers to examine their own sharing processes without waiting for direction and approval of their administrators. Some principals and administrators defined their role as "hands off" because this was a "teacher project." This was interpreted by the teachers as lack of support, and in some cases, clear disapproval, of the project. As a result many teachers withdrew until the administrative support pattern was clear.

Even though some of the teachers and principals had asked for feedback of the data collected in their school systems, there are skills in receiving feedback that these practitioners had not had an opportunity to learn or practice: a true care and concern for information; a willingness to listen openly; and an ability to translate the findings into action.

It was difficult for the principals to be nondefensive and nonjudgmental about the data. Some did not accept teachers' feelings as valid concerns. For many, it was difficult to see how the data were relevant to them and what they could do to increase innovation and diffusion of teaching practices in their own system. These feelings increased their dependence on the outsiders, which in the long fun had the disadvantage of leaving them even more uninvolved and uncommitted to the inquiry conducted in their own schools. It also placed the source of initiation and stimulation for change outside of themselves, facilitating denial and apathy about change.

In spite of all the above forces and events inhibiting collaboration, and in spite of some efforts to negate the data, there was shown considerable curiosity among the principals about the data. Some expressed their ambivalent feelings by insisting on accepting the data only if theywere separated from the other three school systems and not "lumped together." This might be interpreted as a way for them to evade the data and terminate the meeting (since the presentors had clearly come prepared only with combined data) or it might be seen as a genuine belief that they felt their school system was different enough that they wanted to hear their own data separately. In any case, the project staff accepted this as a reasonable and fruitful request.

Many of the resistances described above became public in openly aggressive and hostile reactions during the meeting. It was evident at the end of the session that the principals felt some concern or guilt about the manner and style of some of these aggressive reactions. They took extra care to assure the staff that no personal animosity existed, but rather that they were responding to their feelings about the project! The consultants explained that they did understand that this was the case, took no personal offense, and had rather enjoyed the brisk give and take. It appeared clear that some residue of guilt remained about the interaction during the meeting.

Whether through guilt, genuine concern, or courtesy, the principals agreed to meet once more with the project staff. The conditions of continued principal collaboration were very clear: "Either we see the next session as fruitful for us and potentially so for our teachers or we withdraw from continued participation in the project." But some new directions were also clear: they were to look at some comparative data, in the hope this would be most relevant and useful.

### Acceptance and Life

The content and atmosphere of the second session grew out of the mandate and interpretation of the first session. In addition, all plans for this session were screened and cleared with a member of the principals' group prior to the meeting.

The session started with a good omen: it began more promptly than the previous meeting, amidst smiles and warm greetings. The consultants opened the meeting with a review of the prior session. They then proceeded to clarify their feelings about the need for social scientists to collaborate with skilled practitioners in the attempt to make sense and use of data. The principals were identified as expert partners in the process. It was made very clear that there was no dogma to share, but there was a series of propositions and findings on which the group could work. The collection and interpretation of data were presented as merely initial steps in the scientific improvement of education. The critical steps of deriving action-implications from these data, testing them out in change efforts, and evaluating them still needed to be undertaken.

The staff came supplied not only with the separate data for this school system, but with findings and raw data scores on all scales and items. The findings were presented in much the same manner as in the first session, except that in all cases comparisons were shown between the various school systems. Where pertinent, the range of responses in schools were delineated and some comparisons drawn between the elementary and secondary schools.

It became clear that although this school system in some cases seemed unique, the differences between it and other systems were really quite minor. Throughout this presentation and discussion, the principals were most attentive and interested. Occasionally they asked for interpretations of the data, and in several instances a round table discussion of the findings ensued. All participants, including those who has strongly resisted the findings at first, became highly involved in examining the ways these data could be meaningful to them. It was during this session that the principals began to see the relevance of the data for them. The statistical figures seemed to lend more weight to the original findings and facilitated acceptance. Face-to-face contact with the content of the findings, and the lack of sharable knowledge about their own situations created the "need to know" on the principals' part. An experimental point of view emerged in which the principals understood the potential utility of the findings in helping them do a better job as principals, and in which they helped conceptualize their role in interpreting and applying the data.

Several times a few of the principals expressed a strong desire to know how their particular staffs felt about them and how accurate they had been in identifying sociometric leaders in their own staffs. Their eager response to the more specific data and their request for more personal feedback indicated that these principals wanted to learn about their own school staff and how their own teachers felt. They expressed their need for diagnostic tools to help them learn how teachers felt and to consider the effect this knowledge might have on improving the quality of education. The implication was that if, by some objective measurement, staff members can know how they feel about each other, they could then plan together for the changes that are needed to improve the innovation and diffusion of teaching practices. Other things may need changing too, and the collection and interpretation of data were seen as part of a general process for influencing the quality of education in a school.

Some of the ways in which public expressions of resistance and aggression seemed to lead to guilt reactions near the end of the first session have been mentioned. Some residue of these feelings was also evident during the second meeting. One of the principals said, "We sure gave you a hard time last time," and another noted, "You're back for more, huh?" But these feelings did not appear to block collaboration or listening. To the contrary, conceivably they were partly responsible for everyone's attention and concern for work during the second session. Perhaps having expressed their negative feelings the principals were more prepared to be open about feedback. Perhaps their feeling that they had punished the researchers created a sense of obligation to listen. Perhaps the chaos and floundering of the first session created concerns for information or regard that could be discerned in the second session. In any of these ways it seems that the problems of the first session were quite instrumental in preparing the researchers and practitioners to make collaborative success of the second session.

Despite the greater degree of receptivity during this session, it was clear that some problems still needed to be ironed out to improve the feedback process further. First of all the consultants needed to continue to make progress on being seen as trustworthy and as a source of relevant expertise. Both consultants and practitioners needed to work hard at avoiding the luxuries of presenting or accepting dogma; i.e., the right ways. Since the levels of interest or involvement in feedback were not identical for all principals, this group of consumers must devise some way of managing the few vocal dissenters or resistors among them.

During the first session, one or two resistors succeeded in defining the group's position. During the second session these same resistors were less able to influence the entire group. By this time several members were quite enthusiastic about the data, and wanted to listen carefully. The norms also had shifted in favor of at least minimal collaboration. Near the end of this meeting several members, as well as one of the consultants, made direct confrontations with these resistors, asking them to at least let others listen even if they personally were critical. The rest of the members defined and articulated the group's interest, while permitting individual principals the freedom to become more or less involved as they wished.

Some principals did wish to become more involved and to receive more feedback, and this interest posed another problem. Since it seemed that the most specific data were most helpful, how could specific data be fed back to principals yet not violate the standard of confidentiality established with teachers? One solution was to make the issue public and ask the teachers' permission to share the data with the principal. However, this approach still carried implicit coercion power and asked for new ground rules to be set in midstream. An alternative solution was to collect new data, and to be explicit about the uses of this data at the time of collection. At the close of the second session several principals decided to proceed with the latter alternative. They invited the project staff to assist them in the construction of new instruments they could administer to their staffs themselves. Several other principals decided that a necessary first step would be feedback to their staffs of some of the data already collected. Arrangements were made whereby members of the project staff would visit these schools and provide feedback to teachers. Then teachers and principal would decide together on the potential utility of further data collection, further discussion, and further collaborative efforts for changes in their mutual relations and professional activity. The remaining few principals appeared to decide to wait, to watch and see what kinds of events and progress, if any, took place in these initial schools.

A final problem confronted during this second session, and one that will become more important with the extension of additional diagnostic and change designs, was the character of the personal relationship between the Scientist-Consultant and the practitioners. Every scientist attempting to provide feedback does so in his own unique style, emphasizing variables and making interpretations most interesting or important to him. He thereby establishes his own particular relationship with the client population. This issue was highlighted in the second session when principals were interacting very personally with the presentors. We have already alluded to the potential interpersonal consequences of aggression and guilt feelings. On several occasions, furthermore, principals referred to past difficulties in adjusting to the personal styles of outside experts. As project staff members are used interchangeably, we will run the risk of not taking advantage of a reservoir of trust and shared personal intimacies between particular staff members and practitioners. On the other hand, a long and intimate relationship with one staff member will increase the potentiality that client action is an outgrowth of interpersonal influence and dependency relations, and not of rational considerations of empirical data, feedback and interpretations.

## Conceptualizing the Feedback Process

As we review the events and descriptions of the two meetings held with principals, certain major themes seem to stand out clearly. Broad patterns of collaboration and resistance to collaboration can be discerned, and more specific relationships are delicately woven into these patterns. Many of these phenomena can be dramatized in the following field of forces, representing those personal and situational variables affecting collaboration in the feedback process. Some forces appear as both facilitators and resistors of collaboration, others as either one or the other (See Figure 2).

It is clear from the description of the two sessions that some of the forces were modified from the first to the second meeting with the principals. As Jenkins points out (1961), a field of forces can be modified by (1) reducing or removing forces, (2) strengthening or adding forces, and (3) changing the direction of forces. Let us review some of these changes.

In order to gain entree into any practitioner group, the scientist or consultant team must establish a contract delineating the congruency of concern between themselves and the practitioners. This contract, represented by forces 1 (goal clarity) and 2 (role clarity), pertains both to the publicly noted existence of a need or problem that requires

Figure 2

Force Field of the Posture of the Principals on Collaboration over Feedback

|  | Force prompting collaboration | Force inhibiting collaboration |
|---|---|---|
| 1. |  | ← Unclarity about what we are doing |
| 2. |  | ← Unclarity about what role I am to play |
| 3. | Teachers feelings are valid → | ← Teachers feelings are irrelevant |
| 4. |  | ← Concerns with time being wasted |
| 5. | Trust in science and scientists → | ← Scientists manipulate and use people |
| 6. | Data clearly interpreted → | ← Unclarity about meaning of data |
| 7. |  | ← Data not relevant to my school |
| 8. |  | ← Data not useful to our change efforts |
| 9. | Criteria variables of data clear → | ← Data not meeting our needs |
| 10. |  | ← Data not validly collected |
| 11. | Superintendent is involved → |  |
| 12. | Guarantee of safety → | ← Threat of exposure |
| 13. | Desire for school improvement → | ← Satisfaction with status quo |
| 14. | Desire for personal growth → |  |
| 15. |  | ← Quest for dogma |
| 16. | Leftover feelings about session → | ← Leftover feelings about project |
| 17. |  | ← Noninvolvement in planning sessions |
| 18. |  | ← Scientists are pompous |
| 19. | Information interesting → |  |
| 20. | Scientists are experts → | ← Scientists are not experts in education |
| 21. | Scientists need practitioner help → |  |
| 22. | Saw article describing project in NEA Journal → |  |

work, and to the roles that the collaborators will play. We have discussed some of the problems encountered when various members of the practitioner team defined the character and strength of their needs differently. These confusions were, of course, magnified when there was a lack of clarity about the consultants' style and intentions. It took almost two years of project work, and most of two intensive feedback sessions, to clarify the role of the scientists as collaborator; neither as giver of dogma nor as manipulator of principals. Once clarified, the resistant strength of forces 1 and 2 was considerably diminished.

The lack of role clarification also contributed to problems of scientist-practitioner trust. Force 5, having to do with basic trust in scientists, existed as promotor and resistor from the beginning; some principals trusted the scientists and others doubted their intent and goals. Our experiences stress the need for the scientist to inquire into his own and the practitioners' motives for entering this relationship. As we have discussed, these motivational inquiries are essential for the clarification of each party's expectations. The attempt to proceed publicly with such inquiry enhances the possibilities of establishing truly mutual expectations and a climate of trust. The collaborative aspect of force 5 (trust in scientists) strengthened over time, as more, although not complete trust was developed. Forces 18 (scientists' perceived pompousness) and 20 (scientists' perceived expertise), also having to do with scientist-practitioner relations, were substantially changed by the second session. The mutual experience in failure and then success, as well as the increasing humility of all persons faced with making specific interpretations helped reduce these forces. Other forces that were reduced by the expression of feelings and probings of roles during the first meeting were 12 (threat of exposure), 15 (quest for dogma), and 16 (left-over feelings). Numbers 16 (left-over feelings) and 17 (non-involvement), essentially related to the practitioners' needs for involvement, were reduced between the two sessions. As the research team made these adjustments they also strengthened forces 19 (data interesting), the collaborative aspects of 12 (safety), 9 (clear goal criteria) and 6 (interpretations). Number 21 (need practitioners' help) was added by the second meeting too. It is possible that 16 (left-over feelings) changed direction, and that as a result of expressing negative and hostile feelings and having a sense of guilt or obligation, it now became a force promoting collaboration. Number 7 (data not relevant) also began to change direction, and with continued discussion of the relevancy and implications of the data, 8 (data not useful) and 6 (data meaning unclear) began to change also. It is assumed that new resistant forces would have developed as feedback became more intensive and the realities of change more imminent!

This discussion suggests not only the forces operative in two feedback sessions, it highlights the way these forces changed from one session to the next. Although some of these changes occurred as a result of new practitioner attitudes and behavior, many were the result of the scientists' initiatives. What are the considerations that promote or inhibit the scientists' ability to move in this collaborative direction? The following field of forces represents some of the personal and and situational conditions affecting the scientist's collaboration in the feedback process:

Figure 3

Force Field of Scientist's Alternatives on Collaboration over Feedback

| | Force prompting collaboration | | | Force inhibiting collaboration |
|---|---|---|---|---|
| 1. | Contract to help client change | → | ← | Desire to change client in certain ways unilaterally |
| 2. | | | ← | Unclarity about goals |
| 3. | Public sharing of hopes | → | | |
| 4. | | | ← | Give client the dogma |
| 5. | Openness about past failures | → | | |
| 6. | Share ignorance as well as knowledge | → | | |
| 7. | | | | |
| 8. | | | ← | Accept client dependency |
| 9. | Survey client needs | → | | |
| 10. | Have client take responsibility | → | ← | Take responsibility wholly oneself |
| 11. | Joint planning of sessions | → | | |
| 12. | | | ← | Abstract form of data presentation |
| 13. | | | ← | Uncertainty about meaning of data |
| 14. | Provide skills in getting and using data | → | | |
| 15. | Invite client collaboration | → | | |
| 16. | Plan clearly for future relations | → | | |
| 17. | | | ← | Look good to colleagues |

As we have described, significant reductions were made in forces 4 (giving dogma), 7 (client dependency), and 12 (abstract data) by the initial research posture. The team of scientists had previously committed themselves to resisting the principal's dependent request for right and wrong ways of truth. Moreover, the constant concern for concrete illustrations and examples, as well as the increasing relevancy of the findings to immediate situations, kept all participants from flights to the abstract. Between the first and second sessions the scientists were able to add forces 3 (shared hopes), 9 (survey client needs), 10 (client takes responsibility), 11 (joint planning), and 15 (invite collaboration). All of these forces pertain to greater honesty and joint responsibility.

It is interesting that several forces, 4 (give dogma), 7 (client dependency) and 10 (scientist take responsibility), often appear to scientists to be facilitators of collaboration. In fact, they are not. In strengthening these forces the scientist plays right into evasive and non-responsible client patterns of defense and resistance. Only by reducing these tempting forces can the scientist engage in meaningful collaboration and strengthen the positive aspects of force 13 (meaning of data). It is not mere intellectual jargon that creates this distinction; it is simply that system change does not come about without full utilization of the intellectual resources and experience of the practitioner, as well as the research interpretations and intellectual skills of the scientist. Without such a focus upon collaboration, attention is likely to be temporary and changes are likely to be illusory.

## Some Rules of the Feedback Process: A Summary

From our experiences as participants and managers in feedback situations, and from reviews of the literature pertinent to such situations (Glidewell, 1961; Gouldner, 1961; Lippitt; 1961; Mann, 1961), it appears that the following series of guidelines point the way to success in such planned intervention with educational systems. They are organized in the grammar and terms of conditions the participants can create or change.

1. Client preparation and contract formation

   ...in which there is client acceptance of the consultant and his scientific instrumentation and methodology

   ...in which there is a clarification and establishment of mutually acceptable expectations and plans for feedback sessions

   ...in which client and consultant check their concerns about each other and other elements of the client system

   ...and in which both give up the search for dogma.

2. Establishment of trust

   ...in which the scientist understands and clarifies his own values and his basic acceptance of the client's abilities and concerns

   ...in which the scientist feels free to "tell the truth" instead of "managing" the findings

   ...in which the client examines his faith and checks that the scientist has true concern for his welfare

   ...in which intra-team as well as inter-team trust is built

   ...in which neither scientist nor practitioner demand that sessions proceed only according to their inflexible demands

   ...and in which there is some guarantee of practitioner safety and security to permit dealing with sensitive issues.

3. Demonstration of valued resources

   ...in which the scientist presents data or interpretations that are tied to relevant and observable practitioner criteria

   ...in which the scientist presents data about the self or self-system of the practitioner

   ...in which the scientist presents data and/or interpretations that the practitioner can do something about

   ...and in which the practitioner lends his skill to data interpretation or derivation of change implications.

4. Facilitation of autonomy

   ...in which collaboration and helping, and not direction and dependency, are brought to fruition

   ...and in which the practitioner is further provided with skills and interests to proceed either on his own or to new patterns of collaboration.

None of these guidelines guarantees the eventual utilization of feedback; they do prepare the way by facilitating collaboration in presenting and listening to feedback. These are the intermediate steps between producing research findings and actually utilizing or applying them in change. Perhaps they can be thought of as the transmission-reception system in a continuous communication network. Success at this stage of a project will make it easier for scientists and practitioners to eventually apply and utilize research for social and educational change.

# CHAPTER IX

## PROGRAM ACTIVITY GUIDES FOR STIMULATING INNOVATION AND SHARING *

Various attempts were made in the four pilot school districts to alter a school's overall "climate" so that teachers would experiment with new educational approaches and would productively borrow and modify their colleagues' practices. The extension phase of the project turned to the accomplishment of this goal in schools unaffiliated with the project. Could materials be developed which might be used with small groups of teachers without the help of consultants?

Many of the devices used on a trial basis in the four districts were incorporated (with some modification) into a series of six self-contained "stimulation programs." Through a series of sessions and interim committee activities, a faculty is guided in considering the role of teachers in innovating, and the importance of sharing these innovative practices with each other. They analyze some of the blocks to sharing. Assistance is given in the design and conduct of a school-wide or system-wide survey of teaching innovations, or in the use of face-to-face sharing sessions. The faculty is helped with the difficult task of developing criteria for the screening of these innovations so that effort can be exerted in diffusing only the most valuable, most sound, or most likely to be adopted by others. Procedures are suggested for the distribution of information about selected innovations, and in supporting those teachers who decide to adopt, adapt, and use the new practice in their own classrooms.

It is envisioned that these be used in sequence by groups of between fifteen and twenty teachers. In some schools, this number would constitute perhaps an entire faculty on the elementary level, or one or two departments at the secondary level. A leader would be selected to organize the activities which the programs outline. This approach requires a considerable time and energy investment on his part and on the part of teacher participants. It also may prove somewhat disruptive to school routine and, therefore, needs the active support of school administrators.

The program guides included in the following pages are in rough form. They have been field tested in a number of school settings, but are seen primarily as a resource upon which more sophisticated "packages" of in-service training materials might be built. The six programs include:

Program
1. Teaching in a Changing World

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*Major work on these guides was done by Mary Flanders, Stanley Morse, and Susan Swap.

2. Resistance to Sharing
3. Identifying Teaching Practices through (1) Sharing Sessions and (2) Surveys
4. Developing Criteria for Evaluating Teaching Practices and Constructing a Rating Form
5. Evaluating Teaching Practices
6. Distributing Innovations and Supporting Try Out Attempts

A number of considerations affected the structure of the programs. First, the programs are designed to give support to any teacher who might wish to use them in his school. In-service programs led by teachers were chosen primarily because these would stimulate the development of teacher initiative and follow-through.

Second, programs are planned to encourage maximum interest and involvement. In the first program, for example, a confrontation between a junior and a senior faculty member is used to illustrate how much change has taken place in education and in their school system over 25-40 years. The leader is guided in raising questions concerning relevance, interpretation, and application.

Third, the first few programs provide detailed instructions for the leader to follow. However, later programs provide only sketchy instructions. In this way, the leaders and participants are led away from reliance on outside help (here, in the form of printed materials) and toward self-initiated activities.

## Program I

### Teaching in a Changing World

### Introduction

This introductory program is designed to dramatize changes which have occurred in the United States and in your own school system during the last fifty years. Schools cause change. They affect the aspirations and attitudes of each generation of leaders. They prepare the scientists, doctors, and mechanics of tomorrow to create and use new products. Schools must also continually react to change. This program points out that wide-spread educational innovation and sharing are necessary if teachers are to meet changing national and pupil needs.

### Overview

Three activities are proposed for this session. (It may be desired to extend the program to two sessions):

1) A discussion between a senior (old-time) faculty member and a junior (new) faculty member in your school.

2) Presentation and discussion of a set of graphs which illustrate changes in various sectors of American society.

3) Exploration by all teachers of the implications of change for their own school system.

### Planning for the Session

Select a senior faculty member and a junior faculty member who you would like to speak at this session. The senior faculty member should be respected by the other teachers and have been a teacher at your school for many years. The junior faculty member may have just joined your staff; may have just left college or graduate school.

Here are some questions they might think about before the meeting:

For the senior faculty member:

1. What was a teacher in your field supposed to teach when you began your career?

2. How was he supposed to teach?

3. What materials, supplies, facilities did you have?

4. What were your students like? Your community? Your school?

5. What experiences did you have that you would not expect a teacher beginning his career now to have?

For the junior faculty member:

1. How has the curriculum expanded in the last 25-50 years?

2. What new ways of teaching have been developed in such fields as math or history?

3. How have classroom and building facilities improved?

4. How has the community changed?

5. Have students' needs for education grown? Why?

6. Have other needs and values of students changed?

7. What new problems have arisen along with improvements? Overcrowding? More administrative burdens? More discipline problems? Heterogenity in the classroom? Intergration difficulties? Others?

8. How have you attempted to solve these new problems which have come up in your classroom?

Explain to the youngest teacher that he does not have to prepare a lecture on the newest changes in the curriculum and teaching methods. The extent of change will emerge naturally, as he compares notes with the senior faculty member.

A booklet, "Some Information about Change," is included with this program. It contains graphs and short interpretations of the graphs. You should have sufficient copies for all teachers.

Conducting the Session

(1) Distribute the booklets "Some Information About Change" to all of the teachers in the group. To begin the meeting, explain that this is the first meeting of a series on innovation and sharing in the school and explain the purpose of the introductory meeting. After giving an overview of the session, introduce the two teachers. Begin their discussion by asking the senior faculty member to describe what teaching was like when he first began his career. If the discussion slows, you may wish to address further questions to either teacher. The suggested questions in the preceding paragraph may be helpful. Allow 20-30 minutes for this portion of the meeting.

(2) After the first portion is completed, ask each teacher to look at her booklet of graphs. Explore with the teachers what implications the changes recorded on the graphs have for their own classrooms. Some of the graphs may support the changes the two teachers

discussed at the outset of the session. Bring this out. Use the graphs and the implications for each set of graphs in whatever way you feel would be most effective. The goal of this activity is to create a lively discussion and to make the changes in the United States personally meaningful to each teacher.

(3) Devote the remainder of the time to a discussion of the problems which have been raised. The teachers may want to direct questions of their own to the two "speakers".

(4) The group has hopefully reached the conclusion that American society has been and is rapidly changing. The schools have been changing too. One final question which you might ask is whether your school has kept pace with all these changes. Are teachers experimenting in their classrooms? Are they sharing with each other the solutions that they reach to new problems? The remaining programs in this series will help teachers provide more definite answers to these questions.

(5) At the end of the meeting distribute the "Post-Meeting Reaction Sheet" and have teachers rate today's session. Explain that the responses on these sheets will help in planning for future meetings, and that all answers are confidential.

(6) Establish a date and time for the next meeting in this series on change.

## Resource Materials

## Unit I: STIMULUS MATERIALS ON EDUCATIONAL CHANGES

Graph 1: This graph shows Projections to 1970 of School and College Enrollment.

It indicates a gradual and steady increase in school and college enrollment from 1955, through this year to the estimated enrollment in 1970.

### Possible Implications are:

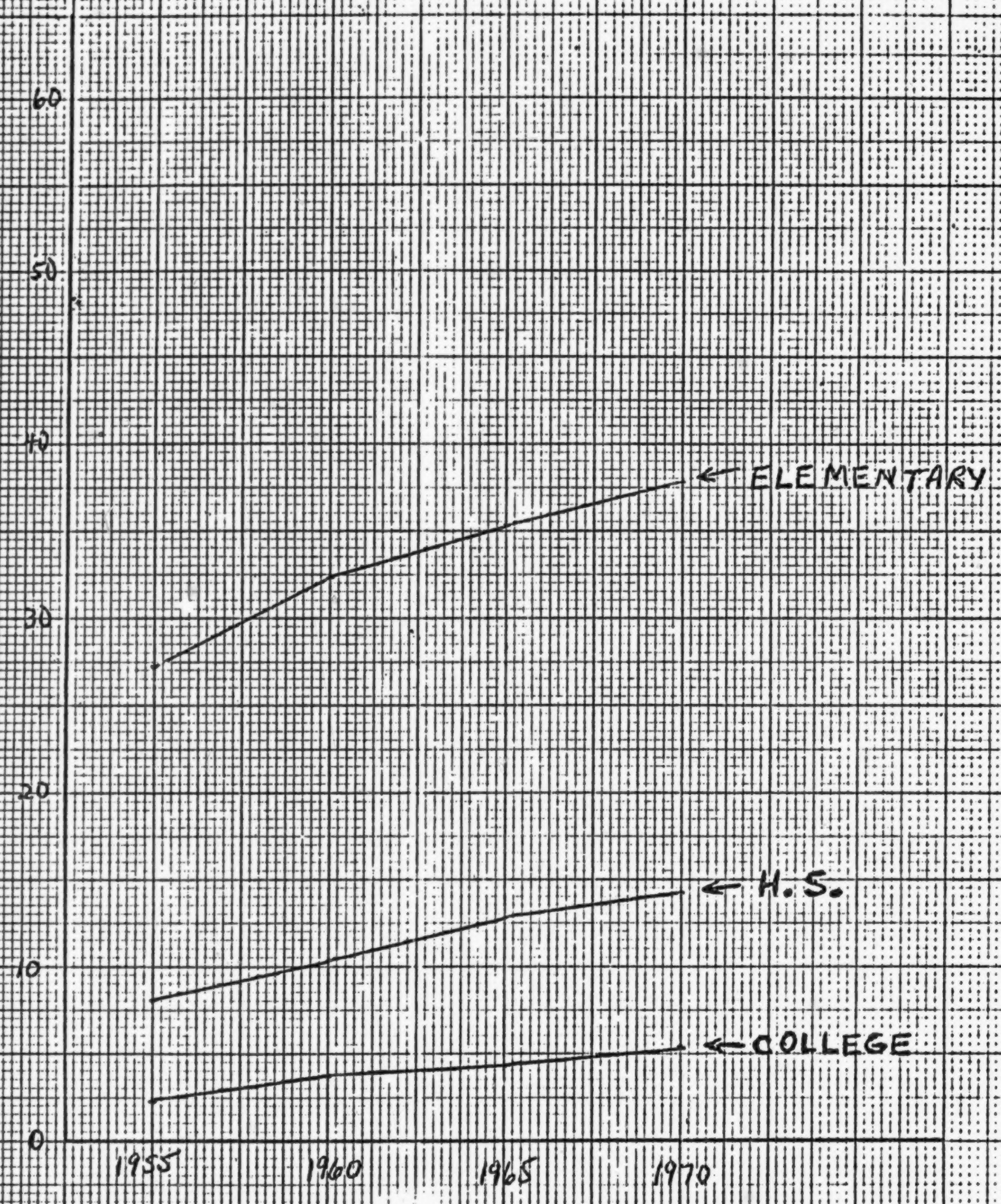
More pupils in schools frequently means overcrowding in the classroom. What is the pupil-teacher ratio in our school? What does overcrowding mean in terms of problems in the classroom?

Discipline problems?

Greater administrative burden?

Unit I: Graph 1

PROJECTIONS TO 1970 OF SCHOOL AND COLLEGE ENROLLMENT (in millions)



Difficulties in teaching the same lesson to a heterogeneous class?

What is your school doing to provide for the new influx of students that the next ten years will bring?

Will there continue to be enough well-trained teachers?)

Graph 2: This graph shows the upward trend in the number of Juvenile Court Delinquency Cases, 1940-56.

The delinquency rate, as measured by court cases in relation to total child population of the United States, increased steadily during World War II, dropped off after the war until 1948, and then increased rapidly until 1956.

(Possible Implications:
How are delinquency rates associated with overcrowding in the schools? Overcrowding increases the delinquent problem, not only because it maximizes the disruptive influence of a few discipline problems, but also because teachers cannot devote adequate attention to a large number of problem learners.

What about the delinquent problem in our school? What has caused it? Did we as teachers help to cause it? Can we help to change it? What did teacher X do to solve the discipline problems in his class?

What did teacher Y do to keep a potential dropout from leaving? What can we do to make our curriculum interesting to disadvantaged pupils? How can we make delinquents feel that they have something positive to offer to the school?)

Graphs 3 and 4: The next two graphs show Changes in Levels of Education over One Generation.

Both graphs indicate that the average level of education has gone up significantly for two generations. Graph 3 shows that there has been an astounding increase in the amount of education the student of the last generation received compared to the amount his father received. In total percentages, 209% of the heads of current families received more education than their fathers; 136% received the same amount; and only 55% received less education than their fathers. Graph 4 shows the projected level of education of the children of the family heads shown in Graph 3. The children of the family heads will receive significantly more education than their fathers did. Only 6% will fail to complete the ninth grade, as opposed to their fathers' 15%. Forty-seven per cent of the children will go to college as against only 30 per cent for their fathers.

## Unit I: Graph 2

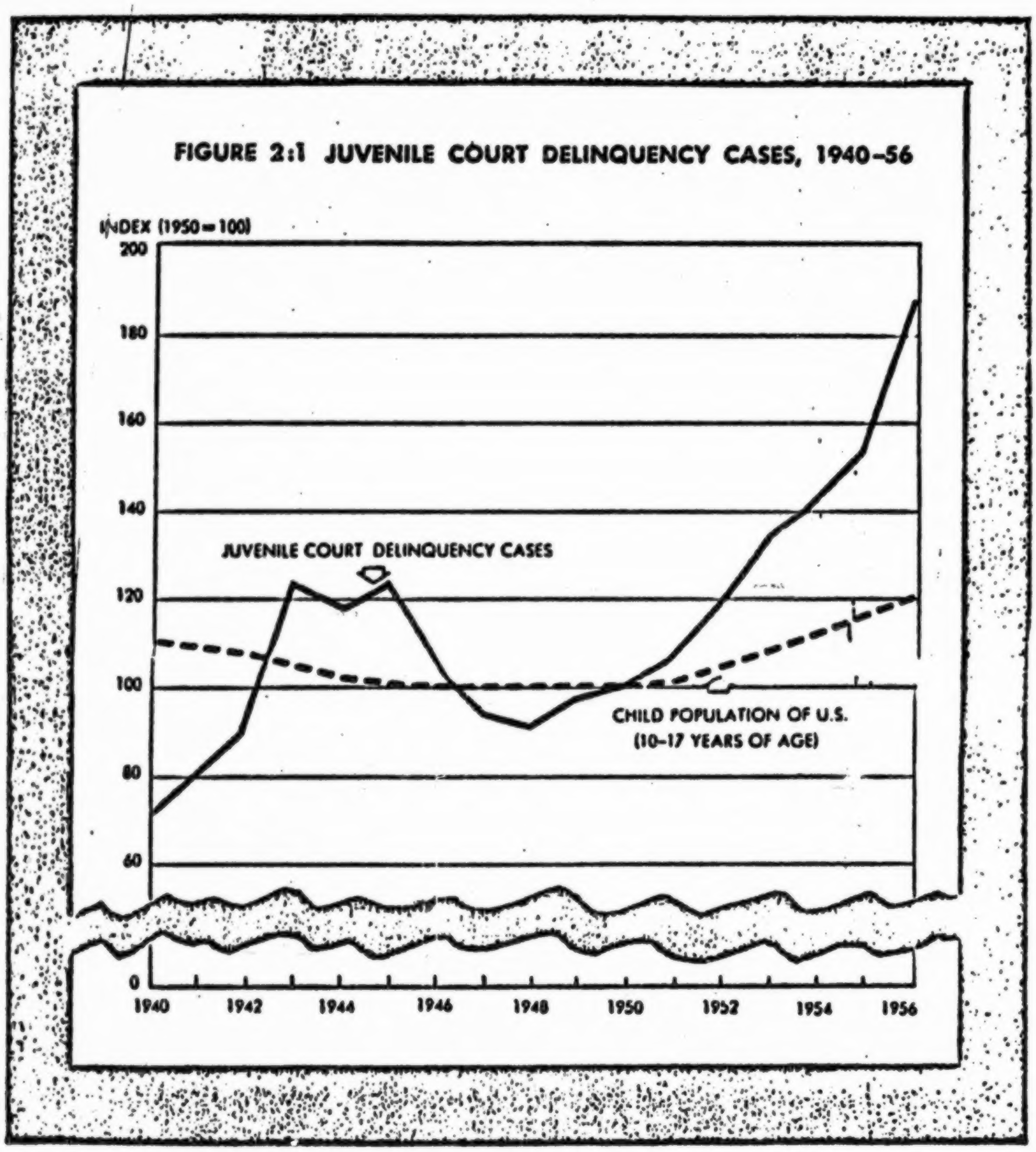
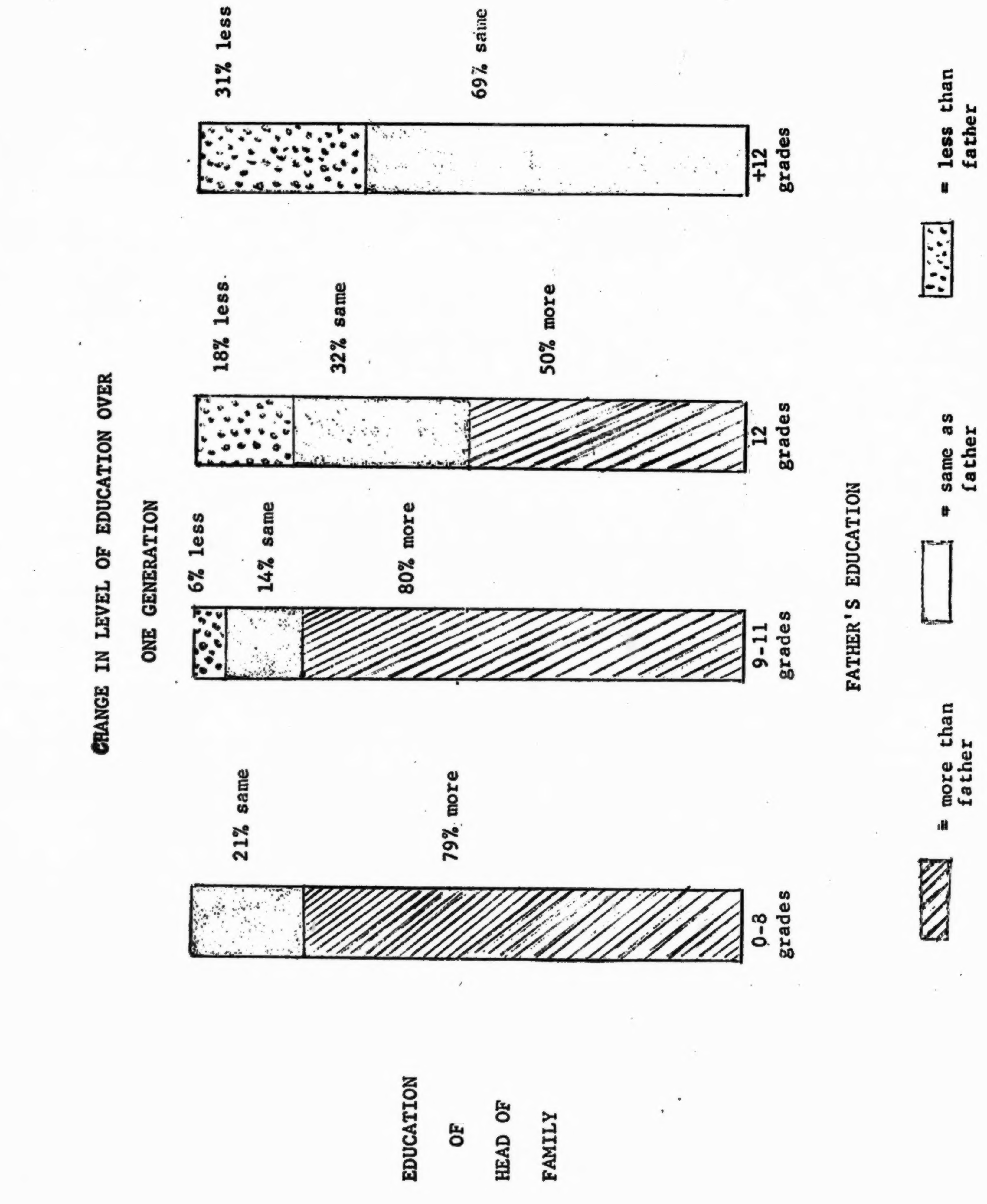


FIGURE 2:1 JUVENILE COURT DELINQUENCY CASES, 1940-56

**Source: U.S. Children's Bureau, *Juvenile Court Statistics, 1956* (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1958), p. 7.**

## Unit I: Graph 3



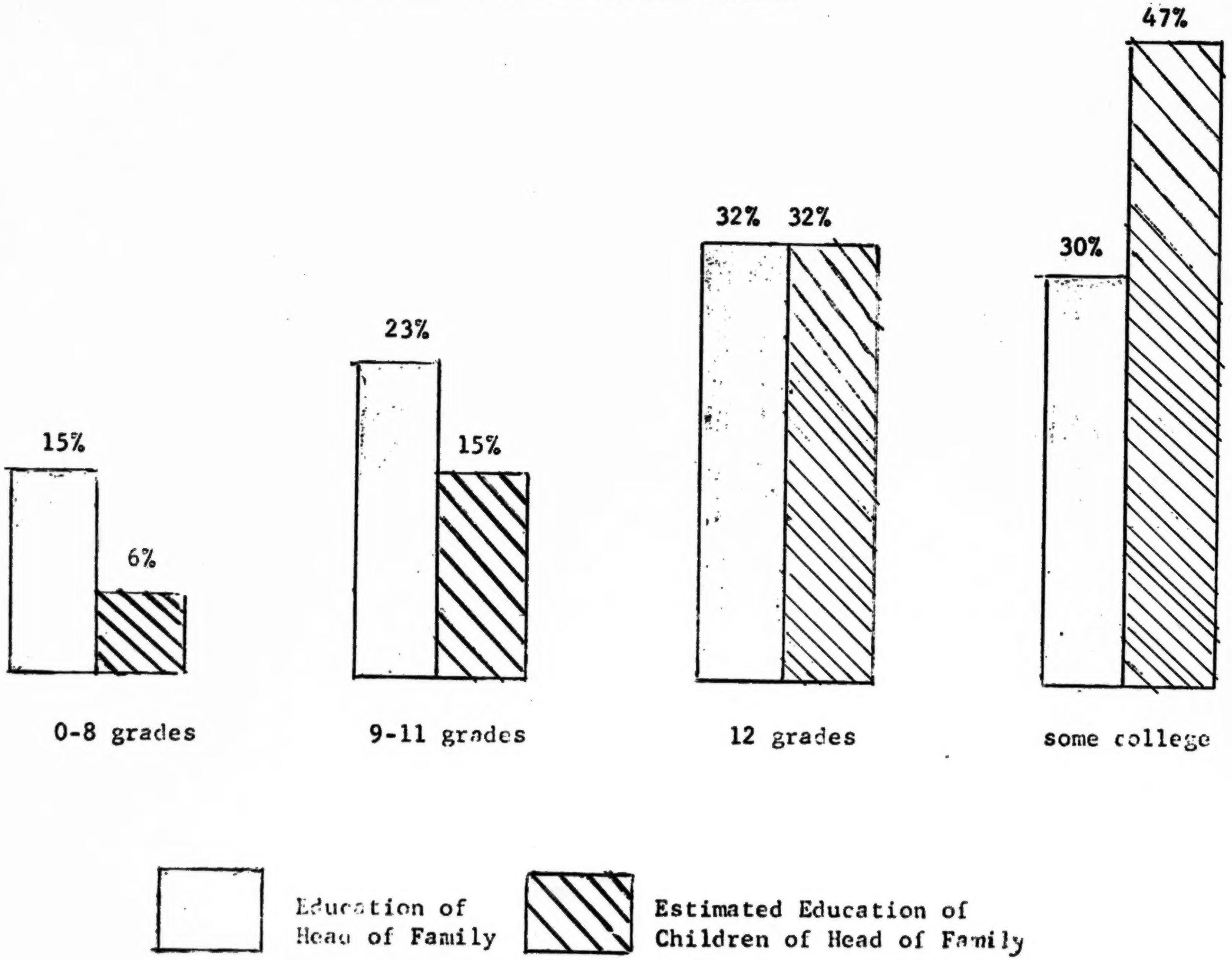
CHANGE IN LEVEL OF EDUCATION OVER ONE GENERATION

## Unit I: Graph 4

### CHANGE IN AMOUNT OF AVERAGE EDUCATION
### OVER ONE GENERATION

Bar Graph Showing Education of Family Head

And Estimated Education of Children



(Possible Implications:

With the general level of education rising, high school dropouts have an even harder time finding a good job. What can we do for the slow learners, those who find no relation between high school and their future plans?

At the same time, the increase in the educational level over one generation poses problems for those who do plan to stay in school through college. What do we teach them? What should be the balance between vocational training and enrichment? How do you direct a class in which some are highly motivated to go on to college and some are not eager to finish high school?

Perhaps you could emphasize that the high school's task is even more crucial for the dropout than for the college oriented, since for the dropout, high school is his last contact with intellectual values, and without a high school diploma his future occupational level is severely limited.)

Graphs 5, 6 and Chart 1: These concern the amount spend for each pupil in the United States elementary and public schools.

The first, Expenditure in Current Dollars per Pupil in Public Elementary and Secondary Schools from 1900-1962 indicates that the average expenditure per pupil has gone up almost continuously since 1900. In 1900, the average amount spent for each pupil was about $10; by 1962, it had jumped to about $520. The second graph, Current Education Expenditures per Pupil for White and Negro Children in the South shows that the expenditures per pupil in the South are lower than the national average. Yet they, too, increased from 1940 to 1952. Notice the difference in the amount spent for Negroes and Whites!

Chart 1 is a Report on Thirty Schools in Chicago. Ten are all White, ten integrated, and ten all Negro. These show that in each of the four categories, the White schools have more advantages than the integrated or Negro schools. The integrated schools have more advantages than the Negro schools.

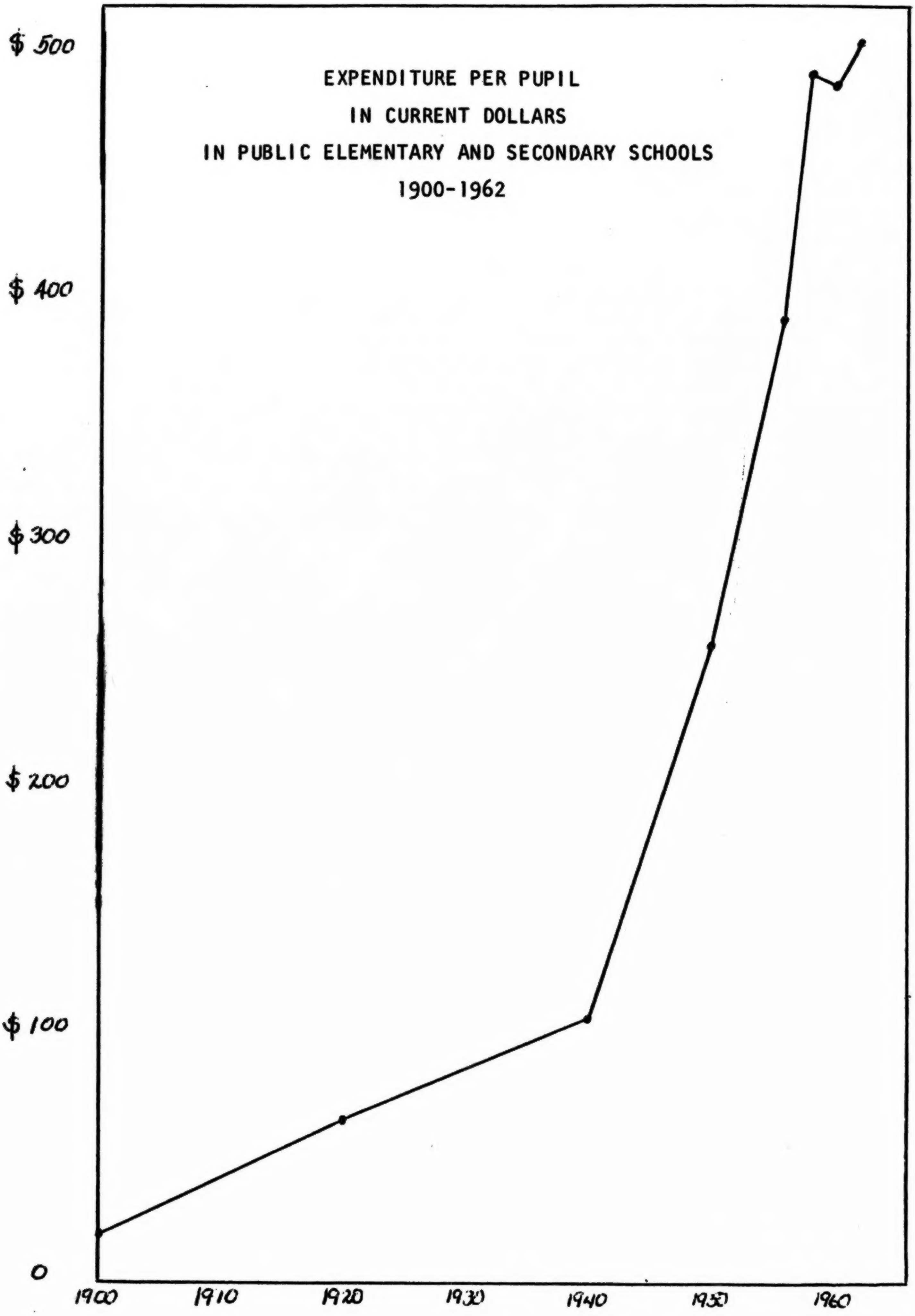
(Possible Implications:

What is the current expenditure per pupil in our school? Is it higher or lower than the national average? Do we have to change our teaching methods to compensate for limited supplies? What methods have we arrived at?

Does our school provide many new teaching materials? How does the increase in pupil expenditure and teaching aids make us change our teaching techniques?

What is the percentage of Negroes in our school? What does this percentage imply for our classroom teaching methods?)

## UNIT I: Graph 5

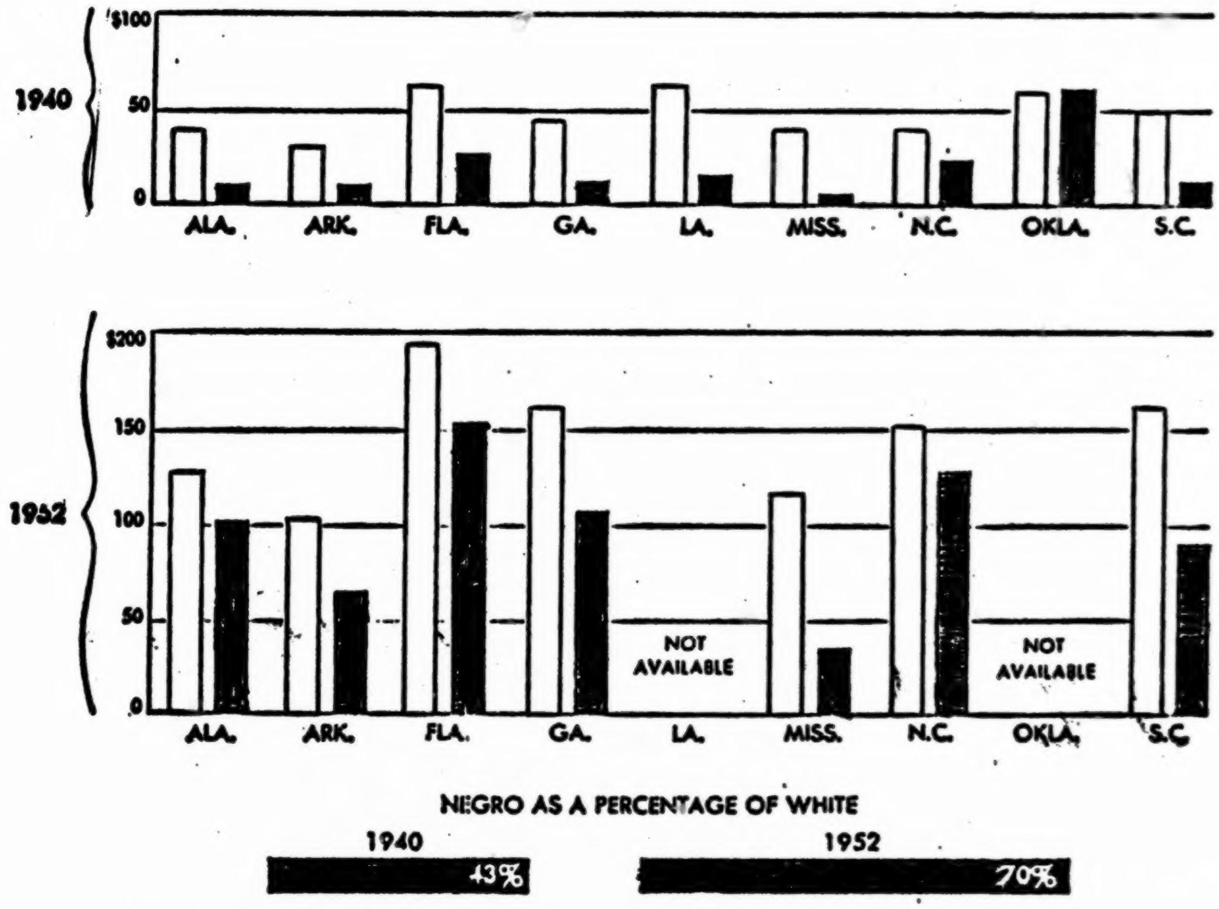


EXPENDITURE PER PUPIL
IN CURRENT DOLLARS
IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS
1900-1962

--Adapted from U.S. Dept. of Commerce, Statistical Abstract of the United States: 1965. U.S. Govt. Printing Office, 1965, p. 118.

## Unit I: Graph 6

**FIGURE 5:4 CURRENT EDUCATIONAL EXPENDITURES PER PUPIL FOR WHITE AND NEGRO CHILDREN IN THE SOUTH**



Adapted from Harry S. Ashmore, *The Negro and the Schools* (Chapel Hill: University of North Carolina Press, 1954), p. 153. Figures are based on records and reports of state departments of education.

## Unit I: Chart 1

### A Report on Thirty Schools in Chicago
### 1961-1962

| | White (N=10) | Integrated (N=10) | Negro (N=10) |
|---|---|---|---|
| Number of pupils per classroom | 30.95 | 34.95 | 46.8 |
| Appropriation per pupil | $342 | $320 | $269 |
| Number of uncertified teachers | 12% | 23% | 27% |
| Number of books per pupil | 5.0 | 3.5 | 2.5 |

--from Poverty in America,
p. 241.

Graphs 7, 8, and 9:

The final set of graphs in the educational unit concerns Organizational and Curriculum Changes in the Elementary Schools. The charts indicate a rapid increase in each of the changes reported from 1957-1958 to the school year 1962-1963.

(Possible Implications:
Which, if any, of these changes has our school instituted in the last fifteen years? What are these changes designed to improve? Which has worked best? Why were they instituted in our our school? Do we need any others? Any that are not on these two charts? How have we had to change our teaching methods to accommodate these changes in "technology?"

Have we discovered, independently in our own classrooms, innovations that have contributed to easier learning? Better pupil-teacher relationships?

What effects do changes in "technology" have on my everyday classroom behavior? Are the changes that we institute ourselves more effective? Is there any way that we can "institutionalize" good discoveries that we make ourselves? What is the best way to share new teaching practices?)

Unit II: OCCUPATIONAL CHANGES

Graphs 1 and 2: These graphs show the Percent of the Total Population Living in Urban and Rural Areas, and the Percent of Persons Engaged in Agriculture and Non-Agriculture.

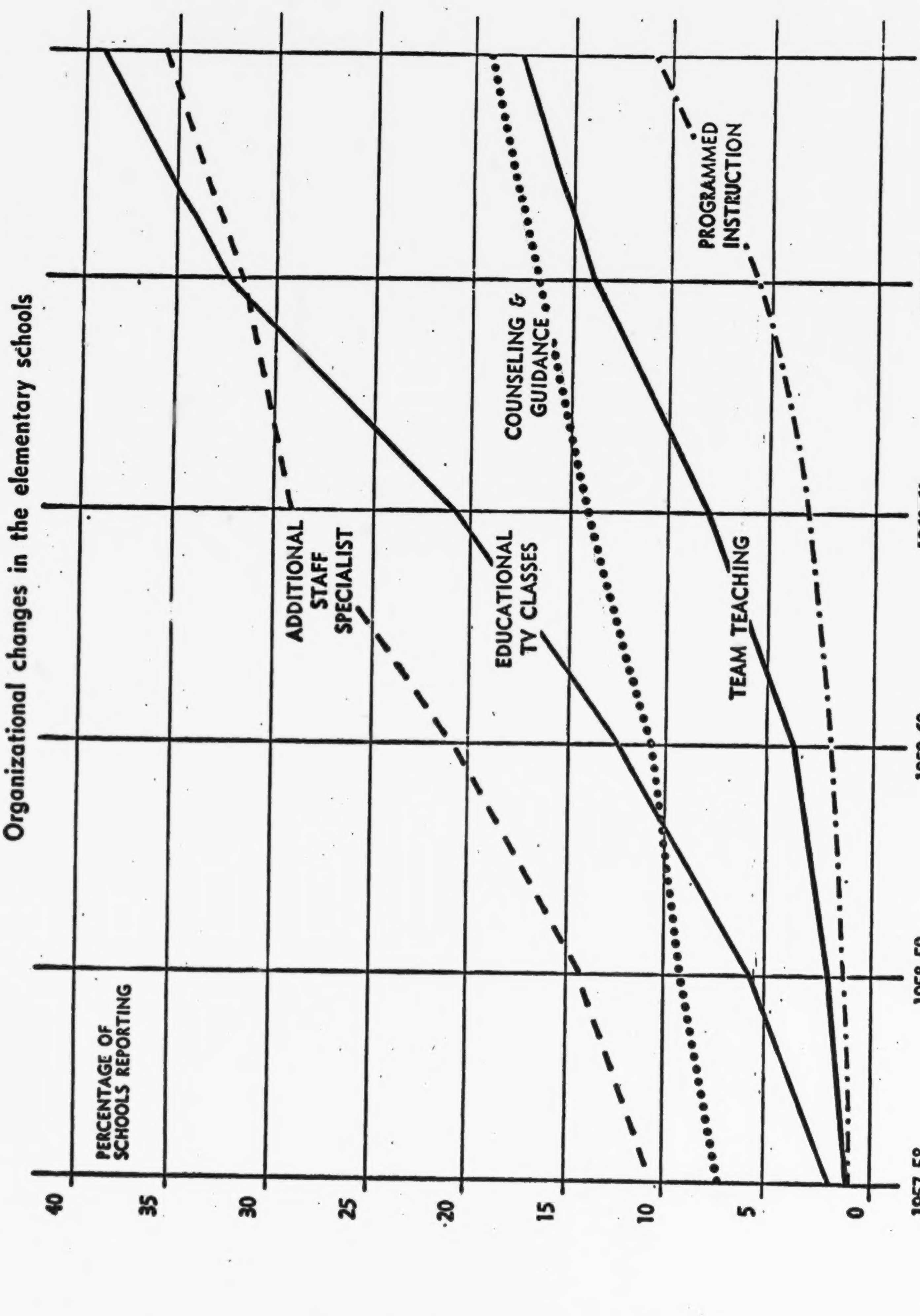
One of the most dramatic changes which has occurred in the United States in the last 100 years is the shift in population from rural to urban areas. Graph 1 shows that from 1850 to 1960 the percent of the population living in urban areas rose from about 15% to 70%. There has been a corresponding shift in the percent of persons employed in agriculture. In 1909, 26% of the population was engaged in agriculture, while in 1958-1960, only 7.5% of the population was.

(Possible Implications:
What are some of the changes this shift in population has signalled in our daily lives? (More and better products, more machines to make them, construction of more and more high-rise apartments, automation of the farm, overcrowding in the cities......)

What problems has this shift caused in our school system?

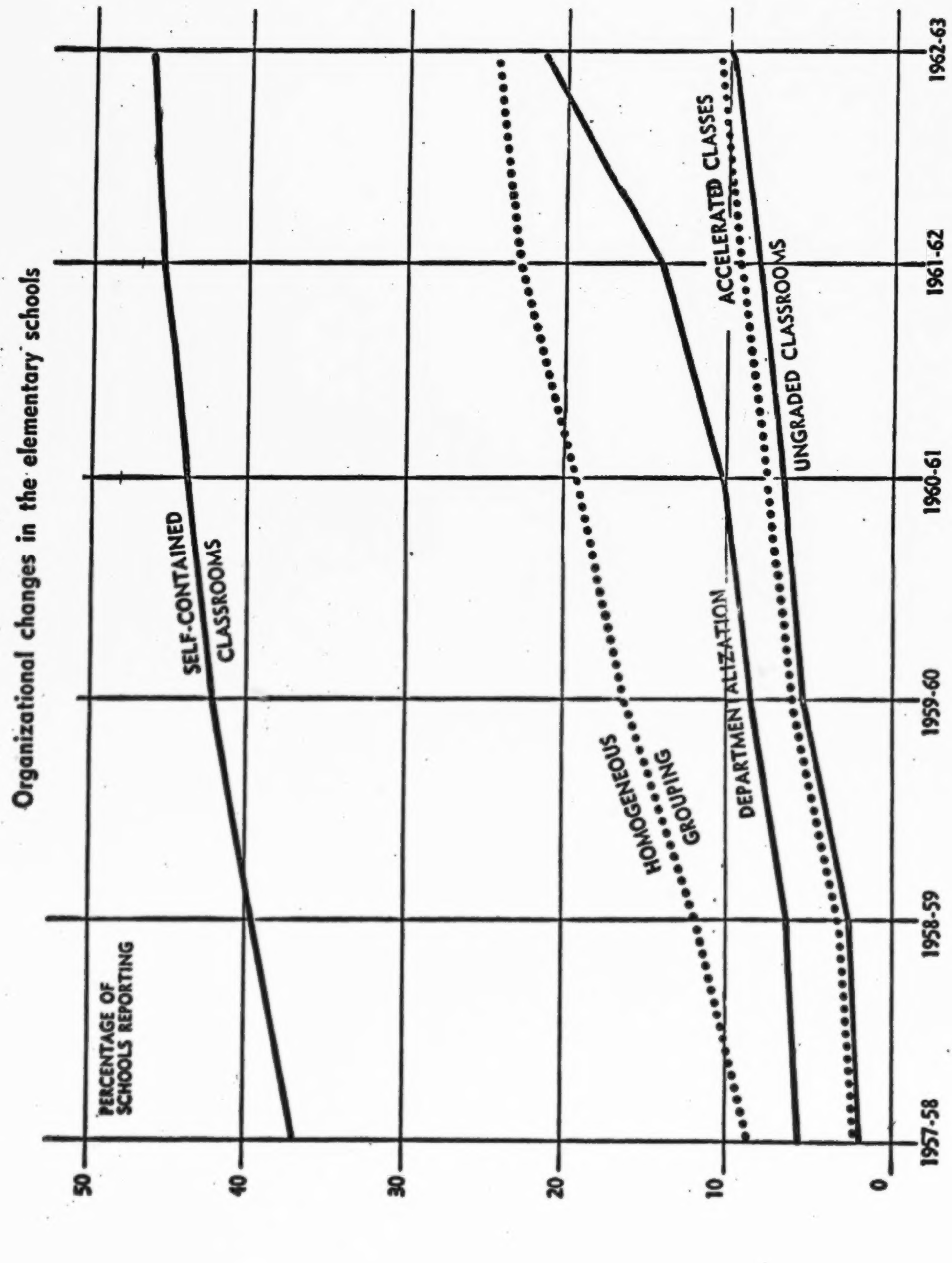
The problem of the "new kid." Do we do anything to make him feel more at home, to take care of the reading problems he had developed from frequent moving from place to place? Do we have a large turnover of pupils in our school? Do we need to devise a more formal program to integrate new pupils into our school system?

Unit I: Graph 7

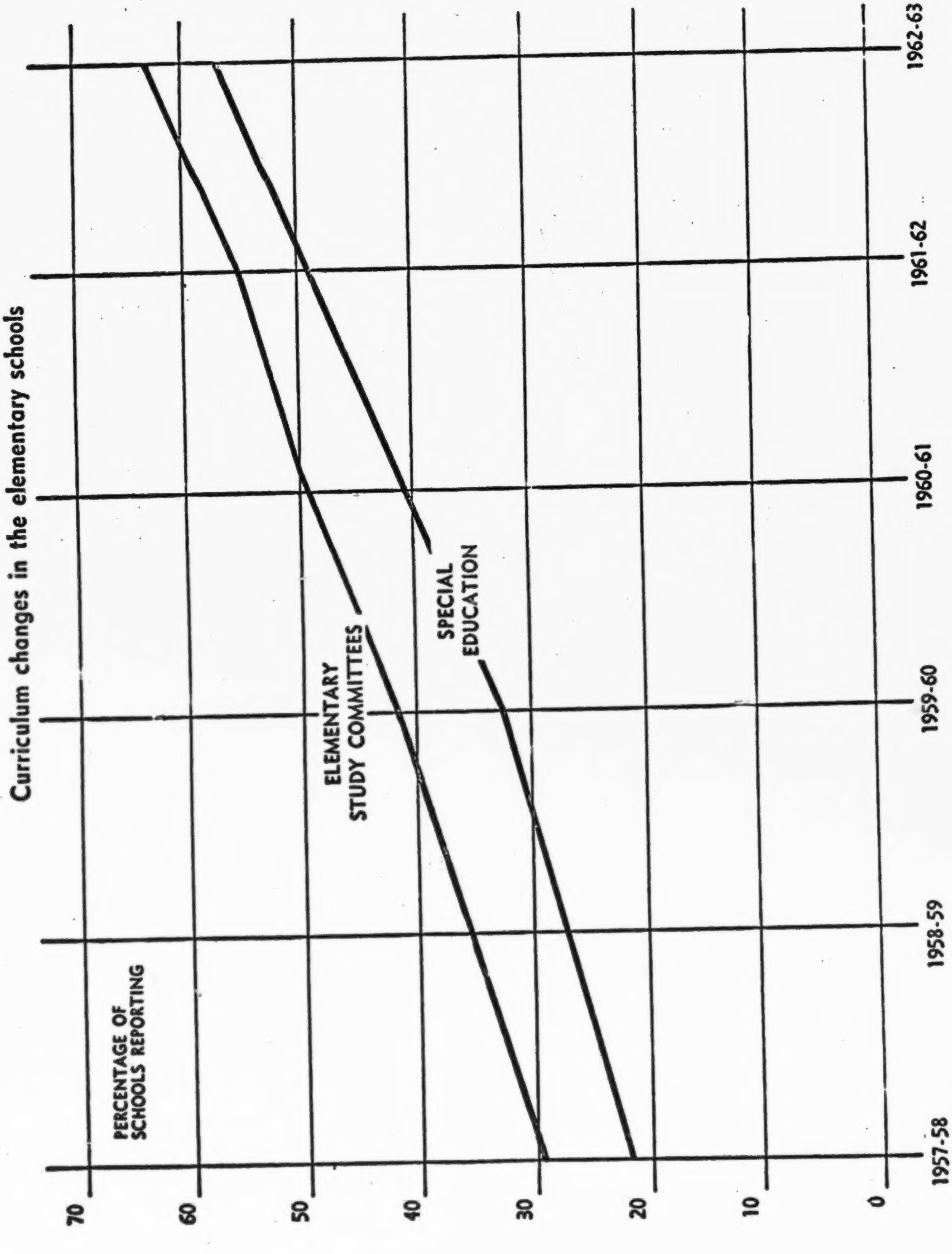


Organizational changes in the elementary schools

Unit I: Graph 8

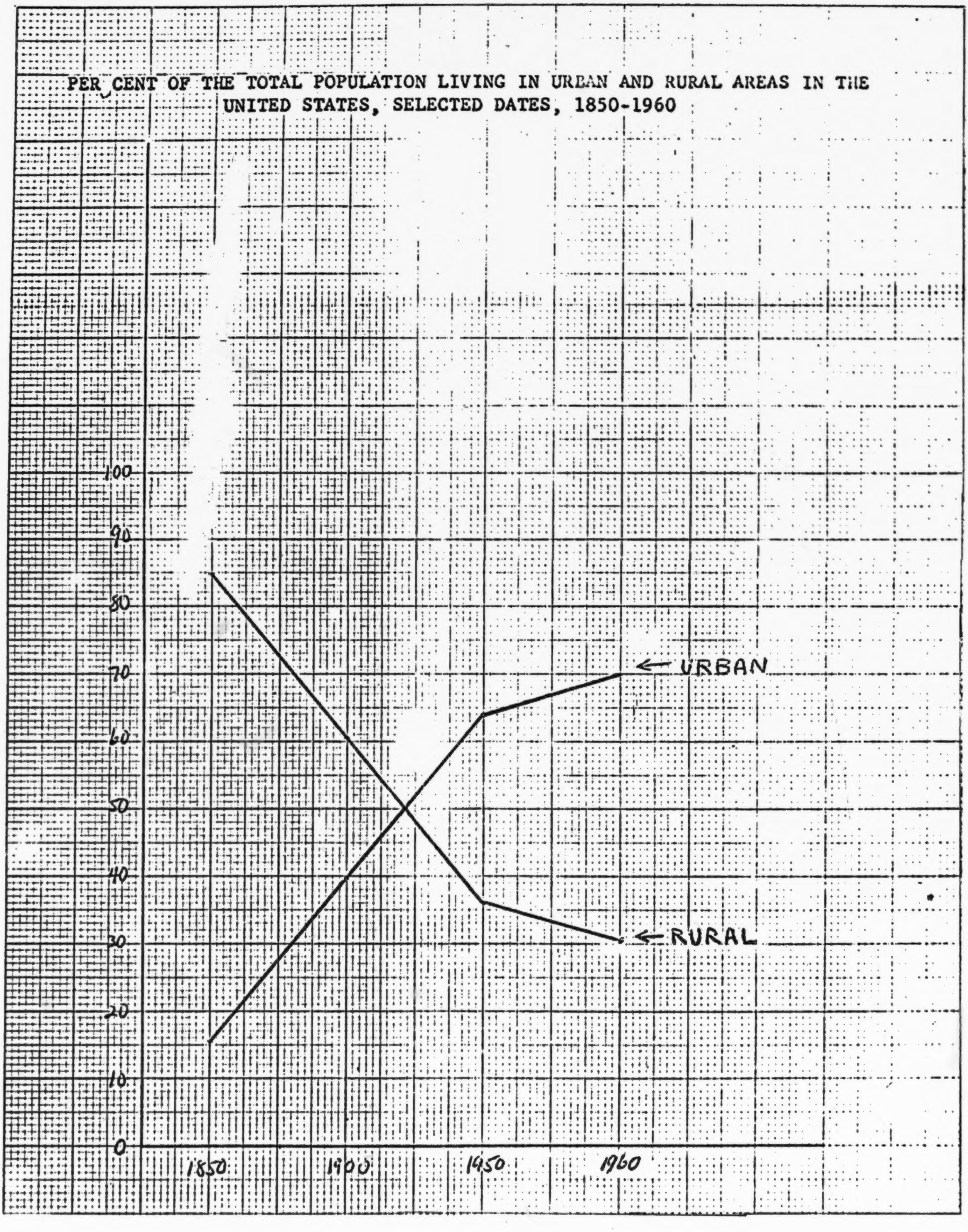


Unit I: Graph 9



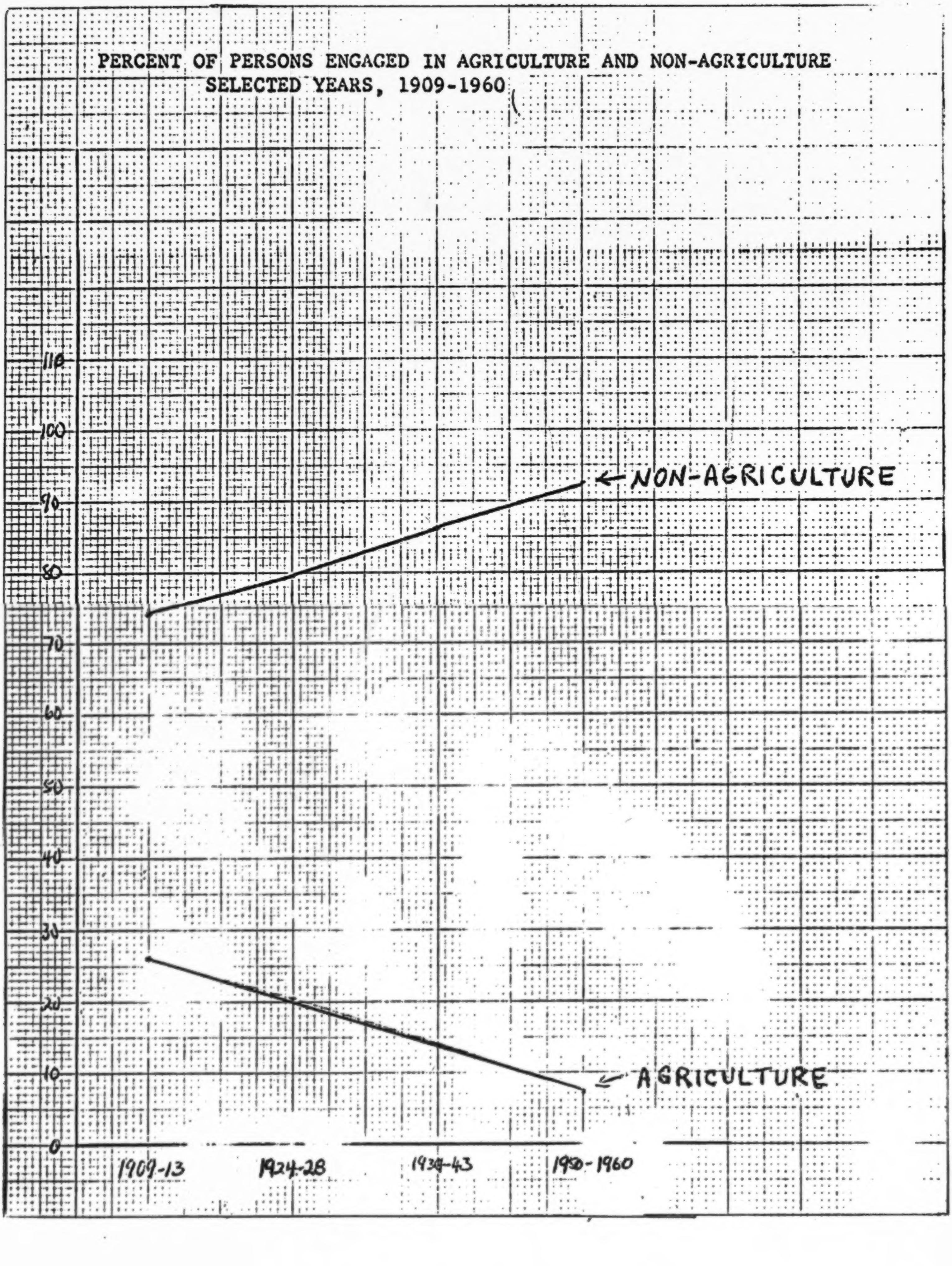
Curriculum changes in the elementary schools

## Unit II: Graph 1



PER CENT OF THE TOTAL POPULATION LIVING IN URBAN AND RURAL AREAS IN THE UNITED STATES, SELECTED DATES, 1850-1960

Unit II: Graph 2



In rural schools: Has our task changed over the last fifty years? Is it important for us to prepare pupils with skills that they would need for urban employment? What kinds of changes in curriculum would this entail? How can we teach pupils with different plans for the future the same thing and interest them all?)

Graph 3: Shows the Number of People Aged 14 or More in the Population and in the Labor Force, by Sex, between 1940-1960.

Graph 3 shows that while the number of men and women in the population aged 14 or more has increased by about 300%, the percentage of men in the labor force has increased by only 162%. The percentage of women in the labor force, on the other hand, has increased by 505%. In other words, more women are finding more kinds of jobs. There are more secretaries, more teachers, more nurses than there used to be. But now there are also women doctors, women lawyers, even women business executives.

(Possible Implications:

What kinds of values should a teacher stress for the girls in her class, when the opportunities for women are constantly expanding?

How can a teacher adapt her teaching methods to meet the varying needs of the girls in her class?)

Graphs 4 and 5: These show the Employment Trends in Major Occupations, 1910-1975, and Change in Occupational Levels over One Generation.

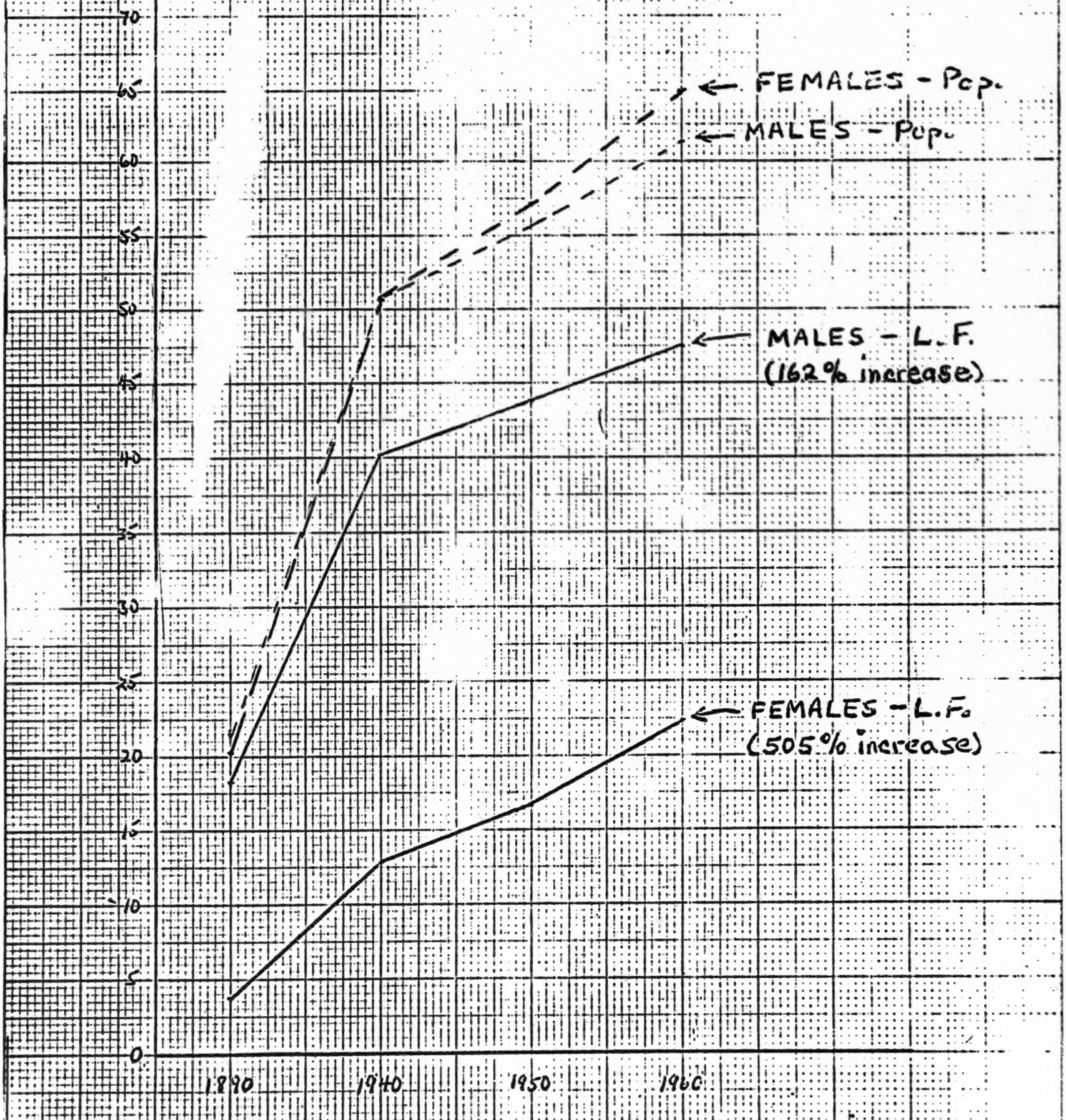
Graph 4 illustrates how the distribution of workers in each occupation category has changed from 1910-1975. While the need for professional workers, for clerical and sales people, and for skilled workers has gone up in the last fifty years and is predicted to continue going up, the need for unskilled workers, for farm owners and managers, and for farm laborers has gone down. Furthermore, the need for proprietors and managers and for semi-skilled personnel is expected to decrease. Graph 5 shows that there has been a significant change in occupational level from father to son over the last generation. Very few family heads have jobs which require less skill than their father's......only 50% in total percentages. On the other hand, 143% have jobs which are at the same occupational level as their father's, and 100% have jobs which require more training.

(Possible Implications:

What are the selective effects of automation? Who loses the jobs the machines take over? These graphs indicate that jobs which require more education and training are more plentiful than those which require minimal training.

Unit II: Graph 3

NUMBER OF PEOPLE AGED 14 OR MORE IN THE POPULATION AND IN THE LABOR FORCE, BY SEX, 1890 AND 1940-1960
(in millions)

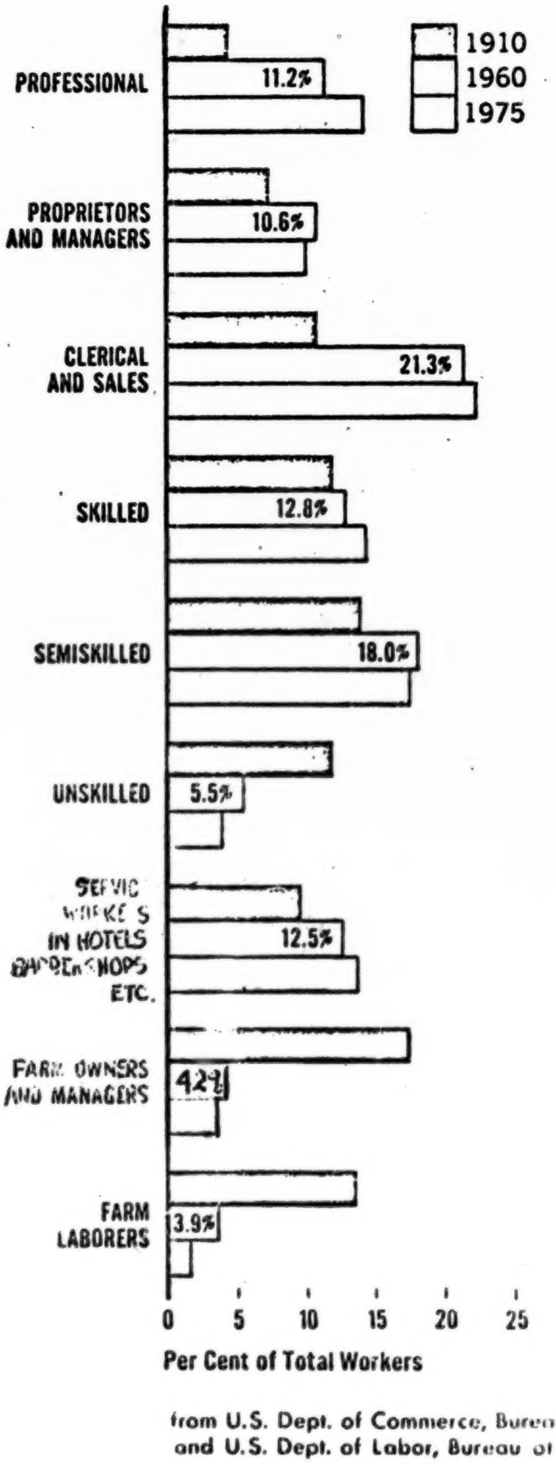


## Unit II: Graph 4

## EMPLOYMENT TRENDS

## IN MAJOR OCCUPATIONS

## 1910 1960 1975

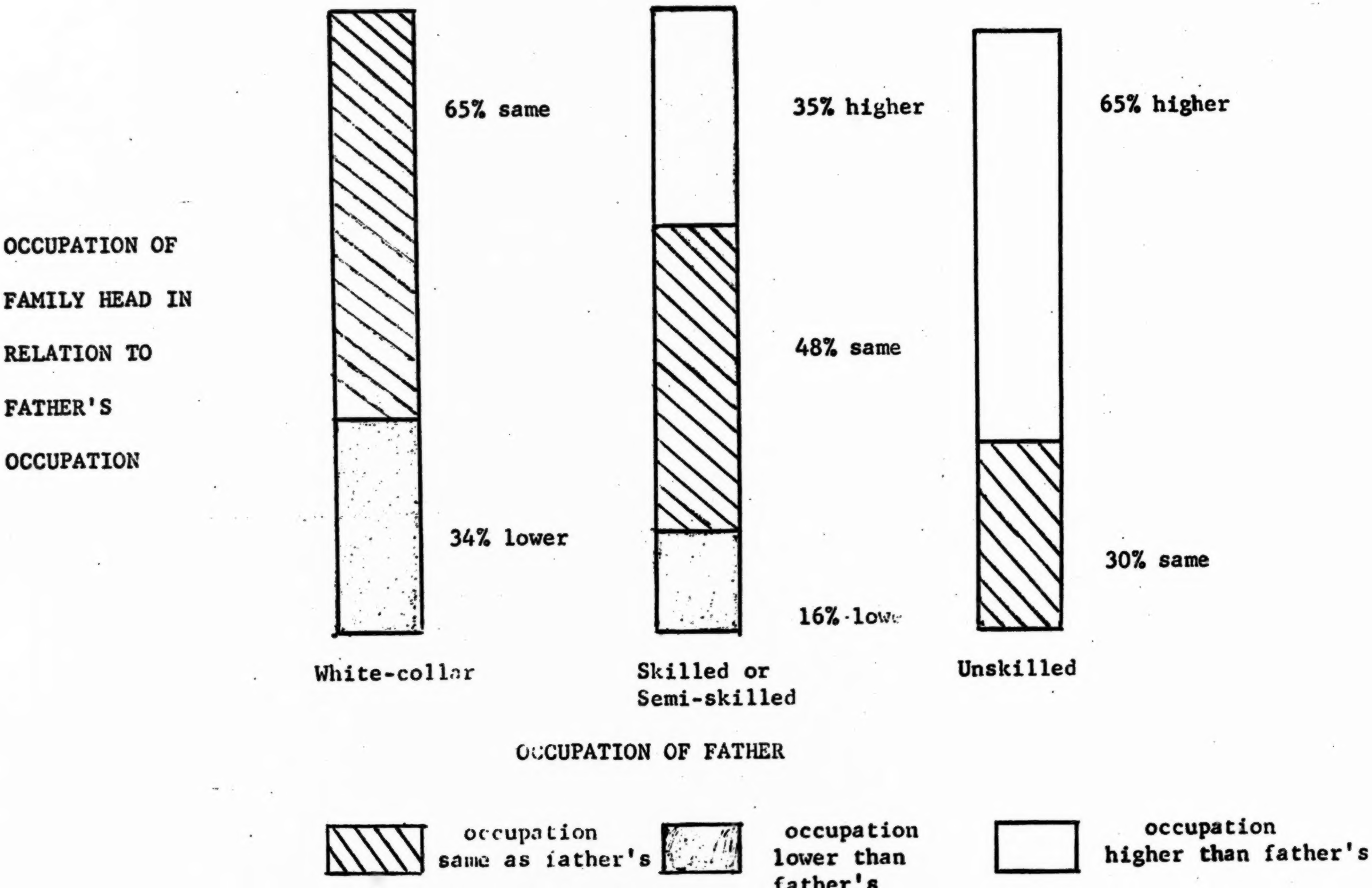


from U.S. Dept. of Commerce, Bureau
and U.S. Dept. of Labor, Bureau of

# CHANGE IN OCCUPATION LEVELS

## OVER ONE GENERATION
## WHITE-COLLAR
## SKILLED, SEMI-SKILLED, AND UNSKILLED WORKERS

## FARMERS NOT INCLUDED



How does our school provide for those students who want vocational training? College preparatory training? Should it do more for either group?)

Graphs 6 and 7: These graphs show the Unemployment Rates of Persons Eighteen Years Old and Over, by Color, Sex, and Years of School Completed, March, 1965, and Percent of Change in Unemployment Rates According to Educational Attainment from 1950-1962.

These graphs paint in vivid colors the need for a good education to get a good job and keep it in America today. It is educational attainment which largely predicts one's future in the labor market. Graph 6 also indicates that regardless of educational attainment, the unemployment rates of nonwhite workers were generally twice those of white workers in March, 1965. As explained in the Monthly Labor Review, (March, 1966, vol. 89, p. 252), "Among whites, higher levels of education are clearly associated with lower rates of unemployment. Among nonwhites, however, rates of unemployment are not reduced significantly as their level of education rises, until the level of four years of high school is reached."

Graph 7 shows that those without a high school education suffered 12% more unemployment in 1962 than in 1950. Those with high school and some college suffered 1% more unemployment. Those with a college degree or further degrees had 36% less unemployment in 1962 than in 1950.

(Possible Implications:

Why do you think Negroes experience more unemployment than whites? What can teachers do to help ease this problem? Is there any problem over integration in your school? If yours is a newly integrated school, what methods do you use to provide for different achievement levels at the same grade level?

How can teachers stimulate students to reach their maximum educational level?)

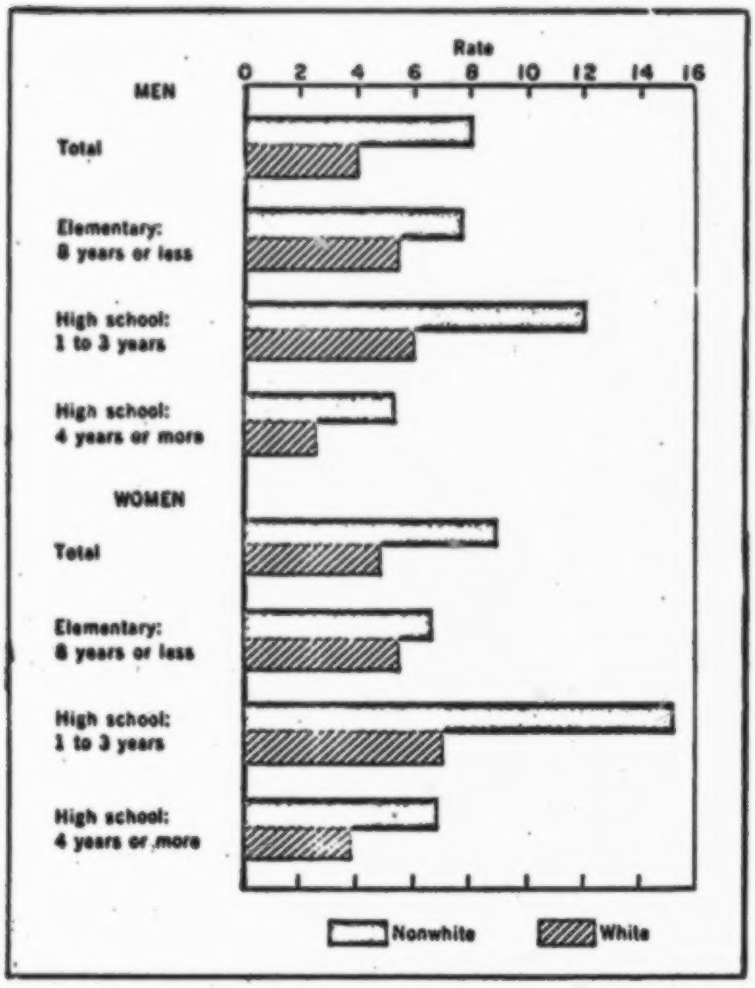
## Unit III: CHANGES IN FAMILY STRUCTURE

### 1) Figure 1: A Sense of Family

Most families in the United States today do not look like the family in this picture. Most families consist of husband and wife and children. This is the unit that decides when to change jobs, when to move from place to place, when to buy a new car, what church to go to. Most children do not have a sense of what is traditional in their family, as children in Japan, for example, used to have. For a Japanese child before the war, it was his family which determined his occupation, his wife, his religion. Many American children today are taught to be independent, to think and achieve for themselves. This

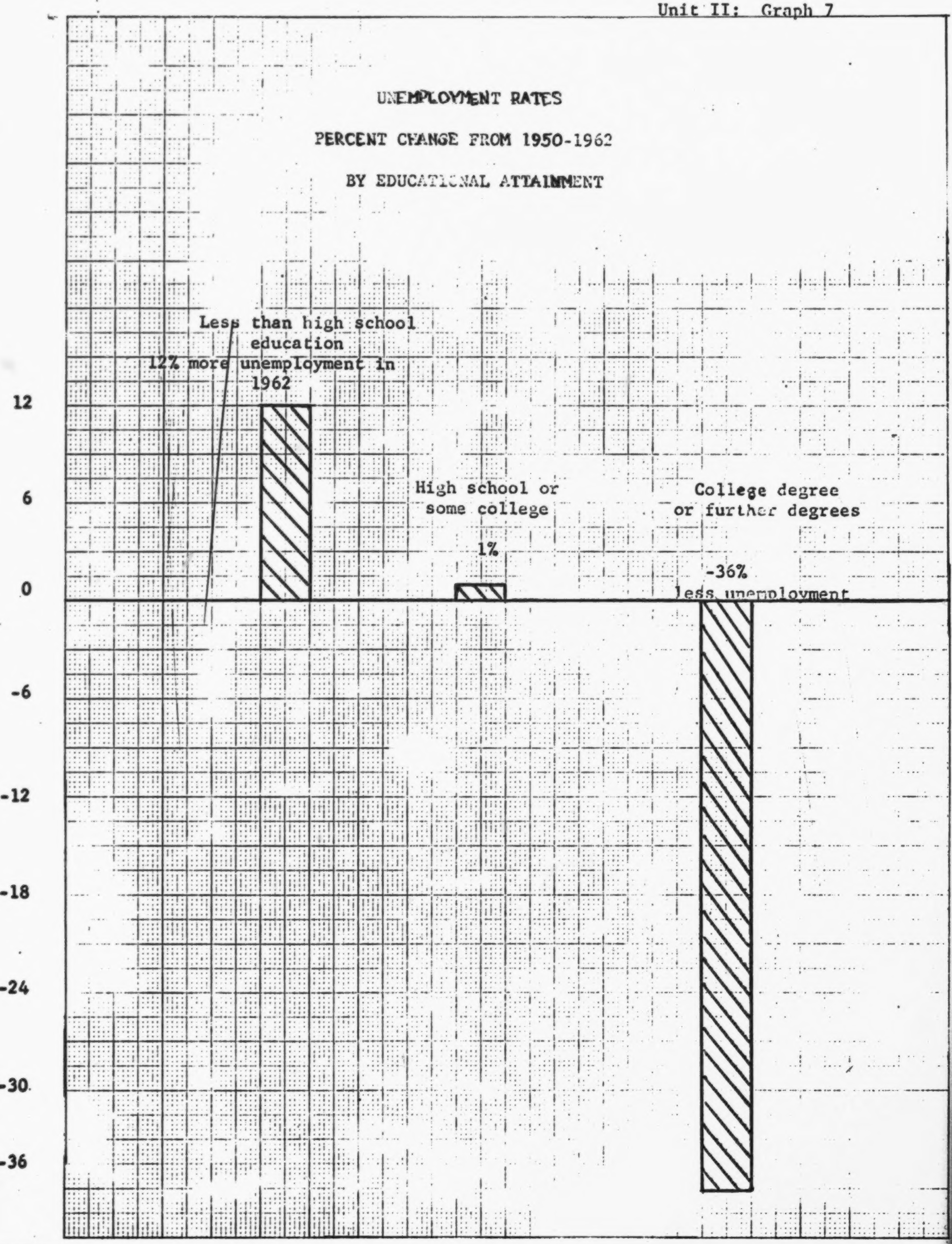
## Unit II: Graph 6

Chart 1. Unemployment Rates of Persons 18 Years Old and Over, by Color, Sex, and Years of School Completed, March 1965



**The unemployment rates of nonwhite workers were generally twice those of white workers in March 1965.**

Unit II: Graph 7

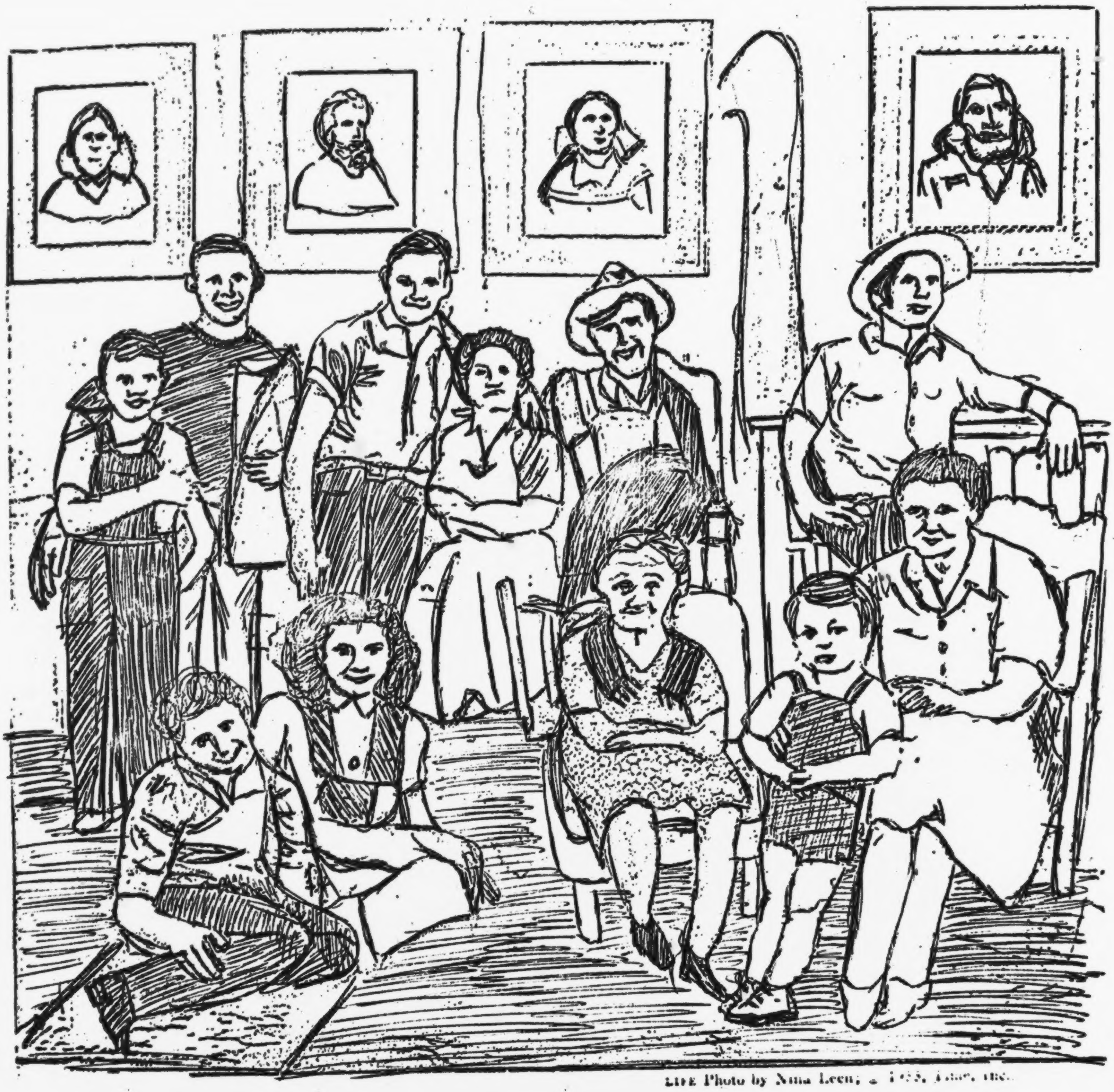


UNEMPLOYMENT RATES

PERCENT CHANGE FROM 1950-1962

BY EDUCATIONAL ATTAINMENT

Unit III: Figure 1



LIFE Photo by Nina Leen; © [illegible], Time, Inc.

*A Sense of Family: In contemporary America, this identification with family ancestry is unusual.*

creates problems as well as opportunities for the child. Who should he turn to when he needs help? How is he to select his occupation? Who is he, if he isn't a part of a family with a long tradition of doing things certain ways which he can absorb and understand? Who helps him make decisions if he must be independent? The teacher is asked to step in to help the child answer many of these questions. The teacher today is not only asked to teach the three R's, but to act as guidance counselor, mentor, and friend. How can a teacher do all these things for all the children in his classroom? How can a teacher make time? The other graphs in this section illustrate some of the other changes in family structure in the United States over the last fifty years which influence every teacher in every classroom.

Graph 1: This graph shows the Divorce Rate in the United States per 1000 Population.

This graph indicates a steady increase in the rate of divorces since 1890. The tremendous increase in the number of divorces immediately after the war was followed by a decrease in 1950. The first decrease since 1925. The rate began rising again in 1962.

(Possible Implications:

A higher divorce rate means that many more children come from broken homes, in which there is little stability or security. These students enter the classroom at a disadvantage. How can the teacher help them to keep up with the other students? How do teachers provide students, whose homes are chaotic and disturbing, with the relaxed and friendly atmosphere they need to relax and learn? What new teaching methods have your teachers devised for making the classroom atmosphere more informal, more cooperative, more friendly?

How can a teacher learn to distinguish between those who "under achieve" because of low ability and those who "under achieve" because of psychological difficulties? Can you think of ways to help both groups? Is separation according to ability level done in your school? How does it work to help the students of highest ability? of lowest?)

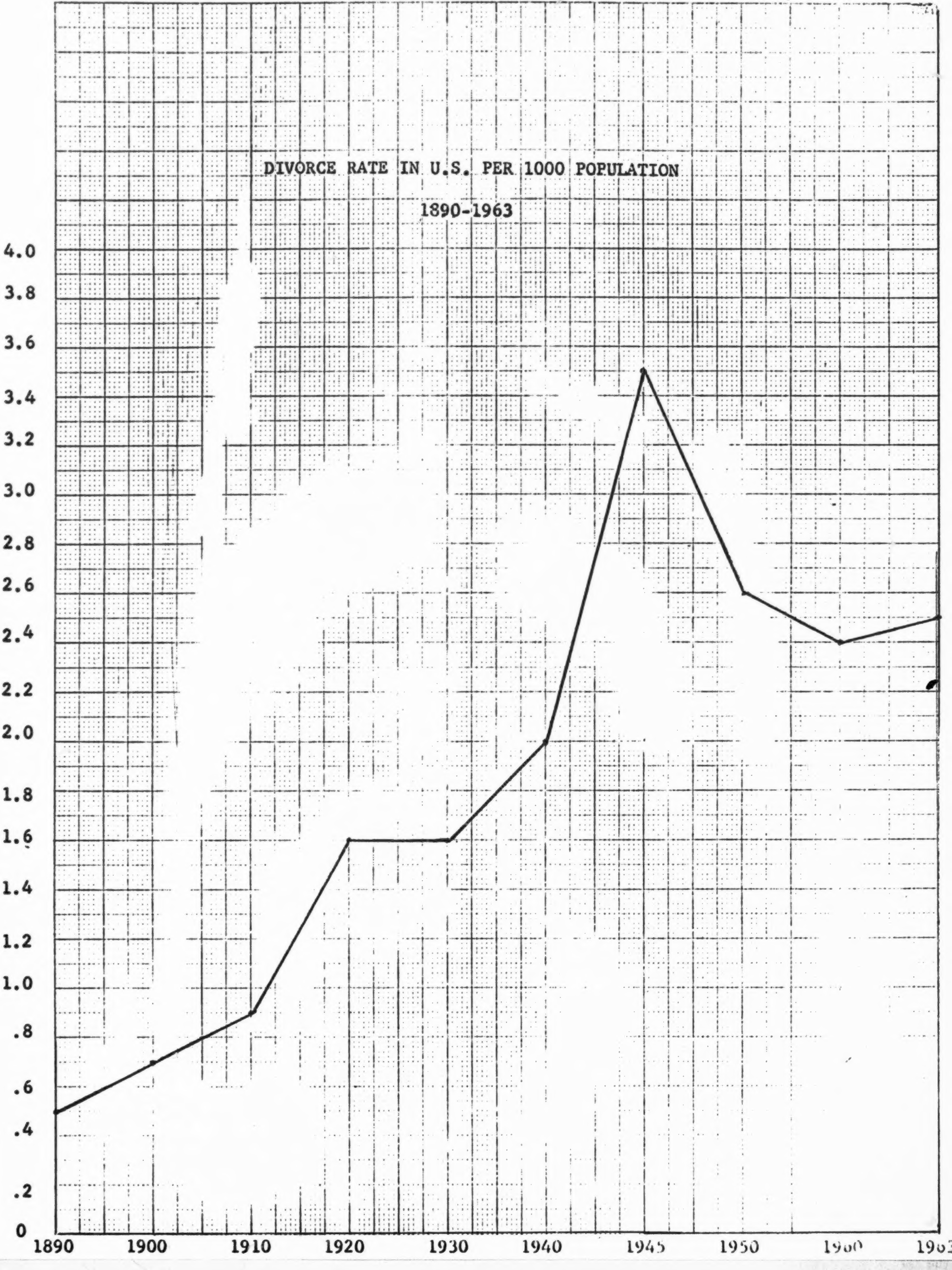
Graph 2: This graph shows the Median Age at First Marriage, 1900-1960.

This graph shows that the age at which couples marry has decreased almost continuously since 1900. If the average age at first marriage for men was once almost twenty-six, it is now a little over twenty-two. For women, the median age has changed from just under twenty-two to slightly over twenty.

(Possible Implications:

For many girls, marriage spells the end of education. In fact, more girls drop out of college because of marriage than for any other reason. Most men who marry early must drop out

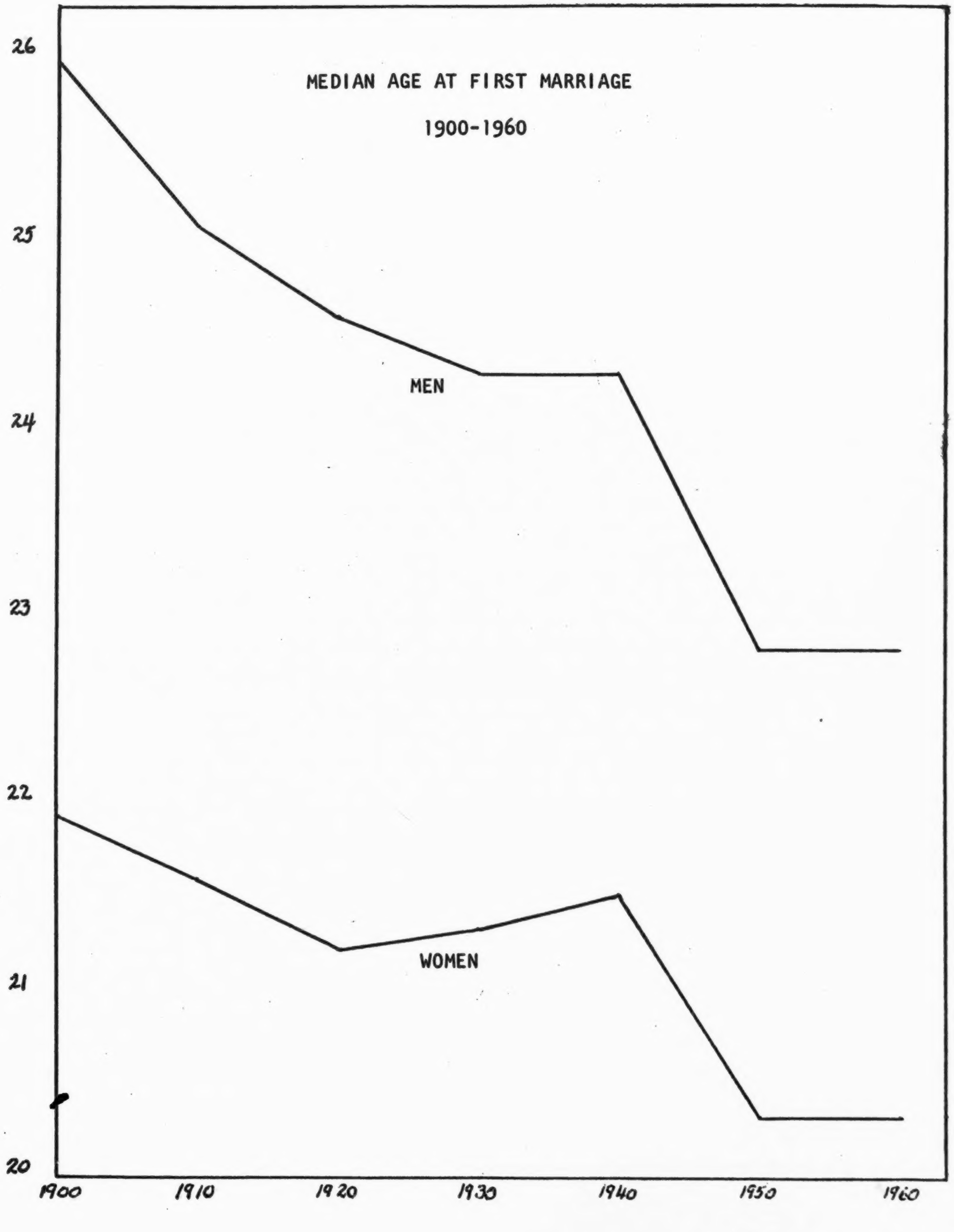
Unit III: Graph 1



DIVORCE RATE IN U.S. PER 1000 POPULATION

1890-1963

Unit III: Graph 2



of school to provide for their wives and family. Since education has become increasingly important for finding and keeping a good job, how can a teacher communicate more of the vital information his students will need more quickly? (Extra projects assigned according to ability? Special reports? Several independent group projects?)

Because of the changing role of women in the labor force today, in many families both parents work. This means less home life for the child, more dependence on his peers at school and on his teachers for his values and aspirations. How can a teacher maximize intellectual values, when athletic ability, a good personality, a pretty face, a new car is stressed by the pupil's classmates? How can the teacher make learning compete for the pupil's attention?)

Figure 2: Every Sixth Teen-age Girl in Connecticut.

This clipping illustrates the revolution in sexual mores which has occurred in the last fifty years. The New York Times Magazine reports, "If present rates continue, one 13-year-old girl in every six in Connecticut will become pregnant out of wedlock before her 20th birthday."

(Possible Implications:

This revolution has created a great many difficulties. The statistic above is a tragic one, for the girl, for her parents, for the school she attends. Why don't parents do more to prevent such occurrences? Should the school be responsible for sex education as well as education in all other areas? With dating and social life occupying an important part of pupils' attention from elementary school on, what chance does a teacher have to sell the importance of education?

With changes in family structure, occupational structure and education, the teacher has become increasingly important as a socializing agent. The teacher has more authority, more opportunity to influence values and to educate than ever before. What are teachers doing to improve the quality of education in your school? How much do teachers share their inspirations and their solutions to the problems which the last fifty years has raised?)

Post-Meeting Reaction Sheet

How would you describe today's session? All replies will be strictly confidential.

We need some idea of how you evaluate the session in order to do a better job in planning future meetings.

Unit III: Figure 2

The New York Times Magazine

MAY 29, 1966

# Every Sixth Teen-Age Girl In Connecticut—

By RUTH and EDWARD BRECHER

EVERY two weeks or so, a thousand Connecticut girls turn 13. During their next seven years as teen-agers, very few will die, and relatively few will suffer any serious illness or accident. They face only one major hazard:

If present rates continue, one 13-year-old girl in every six in Connecticut will become pregnant out of wedlock before her 20th birthday.

Nor are Connecticut girls worse off in this respect than girls in other states. The national rate is estimated to be about the same, or perhaps a little higher.

The one-in-six figure, originally projected by the staff of the Connecticut State Department of Health, has since been challenged by Dr. Franklin M. Foote, State Commissioner of Health. He states that his department is currently rechecking the data and may come up with a different figure. Statisticians outside his department believe that the one-in-six estimate is too low. "It probably underestimates the number of pregnant girls who lose their babies through spontaneous and induced abortion," says Dr. Paul Anderson of the Yale University department of epidemiology and public health. The one-in-six figure also omits unmarried girls who assume a married name and have the name of a mythical father entered on the birth certificate, and the girls who get pregnant in Connecticut but have their babies in other states.

**RUTH and EDWARD BRECHER, winners of the Albert Lasker Medical Journalism Award for 1963, are free-lance magazine writers, specializing in medicine, science, sociology and law.**

WHEN the one-in-six risk was publicized last March in the press, eyebrows went up all over the state, and there were many discussions of what should be done about it. Interviews since then with Connecticut educators, physicians, ministers, health-and-welfare workers, Planned Parenthood executives, parents of teen-agers and teen-agers themselves have turned up an astonishing range of reactions. (To encourage frankness, those interviewed were assured that they would not be quoted by name.)

Some parents blinked their eyes and refused to believe the figures. Others comforted themselves, no doubt mistakenly, with the thought, "It doesn't happen in *our* neighborhood." The teen-agers themselves took refuge in a similar denial: "It won't happen to *me*."

Health-and-welfare workers expressed little surprise; they already knew that the national rate is at least equally high. One gynecologist pointed out that things could be considerably worse; for every girl who becomes pregnant following premarital intercourse, two others (at a rough estimate) engage in premarital intercourse without becoming pregnant—some by good luck, but most of them as a result of taking adequate contraceptive precautions.

Dr. Mary Calderone, of the Sex Inform

**EDUCATION**—*To counter an alarming trend, discussions on sex are sponsored by churches and schools in Connecticut, with no holds barred during the question period. Here are some of the questions submitted in writing by teen-agers.*

Who are the girls who become pregnant out of wedlock? The answer depends on which group you single out for attention.

Some girls receive legal abortions after two physicians have certified that childbirth would threaten their lives. These girls are almost all white. Almost all come from families able to pay that portion of the medical and hospital costs not covered by Blue Cross, Blue Shield and other health-insurance plans.

The most interesting point about legal abortions in Connecticut is their rarity. This is partly because state law is so strict. For example, a pregnant girl cannot legally be aborted merely because she is only 12 years old and a victim of rape; there must also be a medical justification. The same is true of a girl impregnated by her father or brother, despite the

Below are several pairs of descriptive words. Each pair is connected by a straight line. Please use these pairs of adjectives to describe today's meeting. Place a check mark at the appropriate point on each line.

Let's suppose you were describing a person whom you know, using the following pair of adjectives:

tall /____/____/____/____/ short

If the person were very tall, you would place your check mark on the diagonal closest to "tall." Like this--

tall /____/____

If he were very short, you would check a point close to the word "short." Like this--

____/____/ short

If you would describe him as neither tall nor short, you would check the middle of the line, etc.

MY INTEREST IN TODAY'S MEETING WAS:

high /____/____/____/____/ low

specific /____/____/____/____/ general

sustained /____/____/____/____/ intermittent

THE DISCUSSION ABOUT CHANGE WAS:

relevant /____/____/____/____/ irrelevant

unimportant /____/____/____/____/ important

clear /____/____/____/____/ unclear

short /____/____/____/____/ long

valuable /____/____/____/____/ worthless

uninteresting /____/____/____/____/ interesting

free-flowing /____/____/____/____/ restrained

shallow /____/____/____/____/ deep

inhibited /____/____/____/____/ uninhibited

Any other comments?

## Program 2

### Resistance To Sharing

### Introduction

The first program pointed out that America and its educational system are rapidly changing. One way in which teachers can meet changing educational needs is by sharing their ideas and problems with one another. By sharing, teachers can draw on each other's accumulated experiences and solutions. This program has two goals:

(1) To show that teachers do not share ideas and teaching practices with one another to any significant degree.

(2) To analyze some of the factors which inhibit such sharing.

### Overview of Activities

(1) Introducing the need to share.

(2) Analyzing the factors which inhibit sharing by presenting the research findings of a team of social scientists and teachers who tried to answer the question, "Why don't teachers share more?". Discussion of these findings and teachers' own ideas on sharing.

### Materials Needed

(1) Overhead projector and slides in this package

(2) Record player and record in this package

(3) Screen, moveable chairs, blackboard

### Planning for the Session

(1) Review the slides for the overhead projector and the explanatory sheets provided for you at the end of this kit.

(2) Prepare a short list of possible implications that the slides have for your school to use to stimulate discussion.

(3) Review the transcript of the record at the end of the package.

### Conducting the Session

Introduce the session by stating the goals mentioned on page 1. Then play the record which eavesdrops on a lunch-time conversation between several teachers. It points out that teachers can help each other with many problems by sharing ideas and approaches.....but they DO NOT USUALLY DO THIS. After listening to the dramatization of the need to share, ask the teachers for their reactions. Does it present a realistic picture of the situation at your school? More importantly, how much do we share? What kinds of materials do we share?

The remainder of the program focuses on reasons why teachers do not share more. These reasons can be divided into three sections: (1) characteristics of individual teachers, (2) characteristics of the school building and (3) characteristics of relationships between teachers in a school.

Write these three areas on the blackboard: Teachers, Building, Colleague Relationships. Then, ask teachers to go through these areas one at a time, citing factors in each that might inhibit sharing. For example, some teacher factors might be embarrassment, resistance to new ideas or fear that the principal might doubt your originality and independence. Building characteristics, which inhibit sharing, are quite easy to isolate. Examples might be, buildings arranged so that teachers cannot meet easily, no lunchroom or a staggered lunch hour.

When you have reviewed the three sets of factors which keep teachers from sharing with one another, select the three most important factors in each area. Divide a panel of your blackboard in half and list these on the left half. On the right, ask the teachers to propose ways in which these inhibiting factors might be counteracted. For instance, how can we support a teacher who is reluctant or embarrassed to ask for help? Perhaps we could institute sharing sessions to discuss common problems? Or, is there any way we could arrange to have all teachers share the same lunch period? Could we find a room to use as a teachers' lounge? Perhaps you could form action committees to put some of these ideas into effect.

After the group has discussed these questions for about fifteen minutes, tell them that one additional way to increase sharing is to conduct a survey of all the new teaching practices which teachers in your school or in your school system are trying. These practices can be evaluated and then distributed to all teachers who are interested. Distribute the sheet headed "Some Things We Can Do About Sharing." Ask the participants to take these home with them and to think about how they want to go about collecting, evaluating and distributing your school's innovative practices. The next meeting will be devoted to these questions.

## Materials

Transcript of Record--(Need For and Lack of Sharing)

Narrator: Teachers discuss all sorts of things during their lunch period and between classes--everything from National League batting averages (for the men) to new draperies (for the women). But let's eavesdrop at a typical teachers' lounge. Do these conversations sound familiar? Have you ever had these thoughts yourself?

Sound: General hum of discussion; door opening and closing; clinking of coffee cups. Sound fades, voices become more distinct--

A (Female): Boy, I wish I knew how other teachers got across this concept to their kids! I'm having a terrible time!

B (Female): Do you know Betty? The one across the hall from you. She was doing that unit last year when she taught 4th grade. She's teaching 5th grade this year, *but* I'll bet *she* could help you.

A: Probably, but I feel awfully funny asking another teacher for help. She might think I'm not a good teacher or that I'm trying to steal her ideas. I can talk to you easily--we're friends; we're in the same car pool. Anyway, we talk all the time about a lot of things.

B: *Sure*, but I'm sure Betty would love to help--if she knew you needed it! Why don't you try!

Sound: Sound up; door closing; general hum; sound down again (at higher level than when previously reduced.)

C (Male): Rush, rush, rush, never any time to discuss problems with each other. I'm sure that other teachers are trying all sorts of interesting things with their classes. Some might be useful for my own students. If *we* didn't just happen to have the same lunch period, we'd *never* have time to talk with each other.

D (Male): Yes, but you've got to admit that a lot of our talk is pretty superficial. When can I ever find the time to talk to another teacher as I should? We're never free at the same time, especially if we don't have lunch period together.

C: It would be great if we had a chance to meet with several other teachers who teach the same material and just *share ideas*, because we all have *common* problems.

D: We *do* have faculty meetings once a month. Could it *be* done *then*?

C: Well, the agenda for those meetings is usually so full that I can't imagine how the principal would give us time for that kind of sharing.

Sound: Footsteps approaching; suddenly stopping.

D: What we need are separate *grade-level* meetings in which to share our ideas. *Then* a teacher would feel more comfortable bringing.....Oh, hi, Jane.

E (Female): Hi! I'm sorry to interrupt, but I couldn't help overhearing your discussion. Do you mind if I join you?

C: Of course not; sit down.

Sound: Chair pulled out; person seating self.

E: Don't you think teachers "talk shop" all the time wherever they are? Isn't that the same as sharing?

D: No, I really don't think so. For most teachers that kind of sharing is just griping. One teacher says: "Oh you have Joe this year! Isn't he a problem? I couldn't do a thing with him last year." And another teacher says: "No, I can't either." That is too superficial. If it were really going to help Joe it would have to be sharing in greater depth and I don't think teachers do that nearly enough, do you?

E: No, I suppose we don't.

Sound: Narrator's voice over.

Narrator: (Female) As the teachers you just heard have pointed out, it isn't very easy to share with one another--and we don't really make much of an attempt to share, anyway. Why *do* we have such a tough time sharing? There are three sets of factors which are important here--(1) the way teachers feel about sharing, (2) the kinds of facilities the school provides for doing it, and (3) the way the teachers get along with one another or, in other words, the social relationships in your school. Let's list these three factors on the board under the following headings: First, individual characteristics of teachers. Second, the school building and finally, teacher relationships. We are going to examine how each of these factors work to cut down the amount of sharing in *your* school. Some of the dialogue you're going to hear on the rest of this record and the slides you're going to see illustrate the findings of a research project. But, the main question is--How do you, as a teacher, see the situation? The record and slides suggest *some* (but by no means *all*) of the important factors. Hopefully, the group will think of many more.

Narrator: (Male) A group of social scientists and educators at The University of Michigan asked teachers and administrators in four public school systems to tell them about two processes: The conditions under which teachers try new teaching techniques with their students, and the conditions under which teachers share educational practices with each other. All in all, some twenty-seven schools containing over five hundred teachers took part in this study. First teachers were asked whether or not they had tried any new teaching practices within the last year. They were also asked to tell something about their background--their educational attainment, the number of years they had been in a particular school system, their attitudes toward their school, what they thought of their principal, how much influence they had over the school curriculum, how involved they were with school activities, and many other questions. Teachers also described the relationships in their school building. Who were their best friends? Which teachers were most innovative?

## Program 3

### Identifying Teaching Practices Through (1) Sharing Sessions and (2) Surveys

### Introduction

In Program 2 some reasons why teachers do not share more with one another were identified. We ended by asking ourselves, "What can we do to increase the amount and quality of sharing in our school?"

This program and the next one form a unit which provides answers to this question. In Program 3, there will be outlined two alternate ways of compiling in useable form the most innovative teaching practices of your school or system. In Program 4, criteria for evaluating these practices will be explored, while Program 5 deals with the mechanics of using these criteria. Finally, Program 6 examines ways of distributing your school's "top" teaching innovations and providing support for teachers who try them.

There are two sections to Program 3. For small groups of about ten teachers each, use Part 1. This tells how to conduct "face-to-face, relatively small "sharing sessions" at which teachers exchange methods of handling common problems. This kind of session provides maximum contact with originators of teaching practices and creates a relaxed, intimate atmosphere for discussing common problems. For a large school or an entire system, use Part 2, which explains how to conduct a survey of teaching practices. This is the best approach if maximum sharing of teaching practices is desired, because many more practices can be collected, practices can be collected in greater detail, and teachers at different grade levels in different schools can share with one another. Of course, conducting a survey is not incompatible with conducting face-to-face sharing sessions. In fact, when there has been at least one successful sharing session, teachers are likely to be very interested in finding a way to involve other teachers, and to enlarge their own resources. Here, a survey fills the bill!

In this program you will be working with a number of key concepts, whose meaning may not yet be completely clear to you. The following definitions can also be used in explaining these programs to your colleagues.

What is and what is not a teaching practice? A teaching practice is something a teacher does in the classroom which encourages pupils to learn. It is not superficial, like a "gimmick" or a new game on a rainy day, or the mere use of teaching aids. Examples of teaching practices are: asking students to do individual projects in mathematics so that they can progress at their own ability levels; employing role-playing to teach interpersonal and intergroup understanding; having students organize a mock legislative body to learn how officers are elected, how committees are formed, and how laws are written and passed.

What is an innovative teaching practice? A teaching practice is innovative if it is new to the teacher trying it, and if it may also be useful to other teachers.

Why should innovative teaching practices be shared? First, teachers sharing innovative teaching practices are making use of valuable and readily accessible resources--teachers themselves. As was pointed out in the first program, many of the most effective ideas contributing to the improvement of the teaching-learning process come from the teachers themselves. Second, ideas breed ideas. Sharing generates discussion and may stimulate more new ideas about classroom teaching. Finally, trying out a new idea that another teacher has originated is a productive and creative exercise. Nothing can simply be borrowed as is in education. New ideas must be evaluated and creatively modified to suit each teacher's classroom needs.

## Part 1: Sharing Sessions for 10-12 Teachers

### Planning The First Sharing Session:

The most important part of planning the first session is selecting the topic that will be discussed. For example, you might want to consider how to provide gifted students with additional enrichment, how to counteract pupil shyness or embarrassment, or how to help slow learners catch up. You might want to focus on more general problems such as how students can enhance each other's desire to learn, or how to deal with discipline problems. If you plan to have a number of small sharing sessions, you could select a hostess to help you plan each one. The hostess could help you select a topic and could hold the meeting in her classroom after school.

The second important step is to decide which teachers to invite. The topic should be especially interesting to all the teachers you select. In a high school, you might bring together those teaching the same subject. In an elementary school, the same grade might be the relevant unit. Alternatively, you might bring together teachers who would have very different perspectives on the topic. For example, if seventh and eighth grade English teachers are having trouble teaching reading skills to underprivileged children, you might want to bring them together with first and second grade teachers from whom they could learn specialized techniques for teaching reading.

### Conducting The Session

If the teachers are from different schools within your system (and this would be useful since the ideas expressed at the meeting would then most certainly be new), have each tell something about his school and background. The objective is to create a relaxed, informal, intimate atmosphere in which teachers can freely discuss this common problem. Review the problem for the teachers.

For the first five minutes conduct a "brainstorming session." This is a technique in which participants simply give their first reactions to the question at hand. Then focus on the methods particular teachers have used to deal with the problem. Go around the room in systematic order. Do not spend too much time on any one method or teaching practice, but list each briefly on the board. When all the teachers have spoken, tell the group that some of the practices will be examined in greater detail after a short break for coffee and cookies.

After the break, ask the group to select those practices about which they would like more information. Concentrate on practices which are suitable for use in the widest variety of class situations. Have the originator of each of these practices tell:

(1) The desired outcome of the practice,

(2) The materials needed,

(3) The special skills needed by the teacher or the students to use the practice,

(4) A detailed description of what the teacher and students must do as part of the practice,

(5) How the success of the practice might be evaluated.

Sharing in detail specific practices should occupy the remainder of the meeting.

A brief post-meeting reaction form should be helpful: Should future meetings be structured differently? Did everyone participate? Did the teachers find it valuable?

You may want to plan several more meetings to deal with different problems or assemble a different group of teachers to discuss the same problem. If you have a number of additional meetings, selecting a hostess for each meeting might be helpful. It would not only ease the burden on you, but it would also give more teachers an opportunity to lead a sharing session. The goal of these meetings is to open the channels of communication among teachers and to motivate them to keep them open.

Since only a few teachers can participate in each meeting, you may want to write up summaries of the problem discussed and the solutions discovered and distribute them to the other teachers. A good way to distribute teaching practices is to organizae them according to the outline suggested above. If you need more information about a practice, ask the originator of the practice for more detailed information.

If you plan to have a number of meetings, you may identify quite a variety of teaching practices. Some of these would probably be very useful to many teachers; some might not be effective outside the classroom of the originator. A very important task in learning how to share well with other teachers is learning how to evaluate the quality of teaching practices suggested. By thinking critically about others' ideas and applying new ideas to your own experience, you also learn how to think more critically about your own practices, and the needs of your own class. The next program contains suggestions on how to evaluate teaching practices for distribution.

## Part 2: Conducting a School or System-Wide Survey

### Planning for the Survey

A survey is a good way to gather a large amount of information from many teachers. This survey asks all the teachers in your school to help one another by describing new teaching techniques they have recently tried. This is a very effective way for teachers who are not acquainted to help one another. If more teachers are involved in the survey, teachers will have many more practices from which to choose. Hence, if you can arrange to conduct a survey of the innovative practices now underway or recently concluded in your entire system (or perhaps two or three systems) so much the better.

The basis of a survey is the circulation of a questionnaire. All teachers reply to this standardized form. In this instance, they reply by listing and describing their innovative teaching practices. Once all the teachers have completed the form, they return it to a central location. After all the forms are collected, the survey information will be reviewed and evaluated. This activity is outlined in the next program. Finally, quality teaching practices will be distributed to all of the teachers who took part in the survey. Having offered their own teaching practices, they will receive valuable teaching practices from all the other teachers. In other words, they will be sharing with one another, but on a larger scale than was the case in the smaller face-to-face sessions.

Because conducting a survey is more formal than a sharing session and requires a higher level of organization and a greater amount of planning, it is recommended that a committee be set up to manage the core of survey activity.

Administrative support is important to the success of this survey. The plan for the survey should be worked out the principal or superintendent and his endorsement of the plan gained. If the proposal for conducting a survey is introduced at a staff meeting, administrative problems or questions about the survey can be discussed on the spot.

## Conducting The Survey

At the next staff meeting the purpose of the survey should be announced and members of a survey committee should be selected. Present an overview of the activities in the next three programs. These include identifying innovative teaching practices (this program), evaluating significant teaching practices, documenting and distributing practices, and supporting those teachers who would like to try out some of the new practices. Arrange a time for the new committee to meet.

A survey questionnaire will need to be developed. Two suggested questionnaires are included with this package. The committee may wish to base its questionnaire on either or both of the suggested questionnaires, improve upon them, or make up its own. The goal is to have sufficient information on the practices to enable other teachers to use them. At a minimum, the questionnaire should ask teachers to describe their new practices in detail--goals, skills and materials required, sequence of activities planned. Prepare sufficient copies of the questionnaire to distribute to each member of the staff. Get permission to use the first fifteen minutes of the next staff meeting for the survey. Advertise the survey by sending out memos to the teachers or by putting up notices on staff bulletin boards.

At the staff meeting, give a copy of the questionnaire to each teacher. This includes regular classroom teachers, counselor and special teachers (those teaching music, art and physical education). If some teachers are absent, have them fill out the questionnaire at the next opportunity. To provide teachers with sufficient time and space to complete the form, it may be planned to give each teacher several blanks and let them take these home. However, be sure to set a deadline by which time they should be returned to someone's faculty box or to a special box at some central location.

Read aloud the introduction and the instructions for the survey. Ask for questions from teachers. When the questionnaires are completed and collected, inform teachers that the next job will be editing the surveys, and that their help may be needed. Ask for volunteers. Finally, explain to the teachers that a session on evaluation will soon be scheduled and that their participation is invited.

## Editing the Questionnaires

Plan a committee meeting for editing the questionnaires, inviting those teachers who volunteered to help. Decide on the criteria that you will use for editing. A suggested list of criteria is as follows:

(1) Single out those practices inadequately described until additional information is secured from the originator.

(2) For the practices that provide sufficient information, make sure that the style is clear, the grammar is correct, the content is easily grasped, and the writing is legible.

(3) Write a summary card of each practice. You might include the name and school of the originator and a description of the practice, the problem, the method, pupil reaction and evaluation.

Establish a deadline for completion of the editing. Decide how many practices each teacher should edit, and whether the editing should be done on grade-level, subject-level or random basis. Arrange to have some teachers contact the authors of those practices that contained insufficient information.

You now have an edited list of the innovative teaching practices in your school or system. The next step is to evaluate these practices so that they can be distributed. The next program contains suggestions on evaluating teaching practices.

## Resource Materials

A suggested questionnaire:

Date of Survey

School (for inter-school survey)

Name (Please print)____________________

Subject(s) teaching____________________

Grade(s) teaching ____________________

This is a survey to identify innovative teaching practices in the classrooms as a first step to sharing the many creative ideas teachers have about improving the teaching-learning process. A teaching practice is something a teacher does in the classroom which encourages pupils to learn. It is innovative if it is something new, unusual, or especially interesting to you. Please describe as many of the innovative teaching practices as you have tried or are trying in the following pages.

Instructions:

1. Please describe the practice in such a way that another teacher reading it will know what to do if he or she is to try it too.

2. Names of teachers are requested so that they may be contacted later for clarification, additional information, or more detailed descriptions of their practices for documentation.

3. There should be no collaboration in filling out the questionnaire.

4. There will be 15 minutes, after which time, if everybody has finished, the questionnaire will be collected.

5. If you do not have enough space below each question, please complete your answers at the back of the page.

6. There are three identical sets of questions in each questionnaire. This does not mean you can only describe three practices. Please feel free to ask for more survey blanks if you wish to describe additional practices. Thank you.

---

1. Please describe one particular innovative teaching practice you have tried or are currently trying.

2. What kind of problem were/are you trying to solve?

3. What, specifically, did you do?

4. What were/are the pupils' reactions?

5. What is your own evaluation of the practice? Will you use it again?

A More Detailed Questionnaire:

Date of Survey

School (for inter-school survey)

Name (Please Print) ______________________

Subject Teaching ______________________

Grade Teaching ______________________

I. Description:

A. Please describe a teaching practice you have tried or are trying and which you think is new, unusual, or especially interesting.

B. What resources (colleagues, reading materials, etc.) did you use in developing this idea?

C. What goals were you working toward with this practice?

D. How did you prepare the pupils for the new practice?

E. Were any special diagnotic tools or visual aids used?

F. What teaching methods did you use? (discussion, group work, etc?)

G. What kinds of experiences did you hope the pupils would have?

H. What happened while you were trying the new practice?

II. Evaluation:

A. From your point of view, how successful was the practice in terms of:

1. Pupil academic learning?

2. Pupil mental health?

3. Your own comfort and feelings of effectiveness?

4. Pupil reactions?

B. How did you evaluate the outcome or success of this practice?

C. Did some aspects of the practice work better than others? Please explain.

D. Did some aspects work less well than others? Please explain.

E. Would you make any change if you were to try this practice again?

F. Will you use it again? Are you now using it?

III. Documentation:

Are there any activities, visual aids, special materials or teacher-made tests we could

| | Yes | No | What? |
|---|---|---|---|
| A. Observe | | | |
| B. Take picture of | | | |
| C. Tape or record | | | |
| D. Make copies of | | | |

IV. Special Considerations (if not mentioned above):

A. Was it necessary to change your usual way of organizing, managing, or discipling the class? Please explain.

B. Could you suggest ways of increasing the effectiveness of the practice through cooperating with other teachers and classrooms?

C. What special skills, resources, experiences, etc, would be helpful for a teacher to have in order to make the best use of this practice?

D. What pitfalls should a teacher be careful to avoid?

V. Additional Comments:

Summary Card:

INVENTORY OF CLASSROOM PRACTICES

Name_____School_____

DESCRIPTION:

PROBLEM:

METHOD:

PUPIL REACTION:

EVALUATION:

## Program 4

### Developing Criteria for Evaluating Teaching Practices and Constructing a Rating Form

### Introduction

In Program 3, two methods of gathering descriptions of teaching practices were outlined. If the small sharing session method was used (Part 1), sharing of teaching practices has already occurred. If you used the survey method, you now have a large collection of teaching practices which need to be distributed. In either case, it is suggested that a meeting be planned to develop criteria for evaluating teaching practices to:

(1) encourage each teacher to think critically about the quality of other teachers' practices and to test new ideas against his own experience.

(2) encourage teachers to examine their own teaching practices more critically and to examine more closely the needs of their pupils.

(3) provide the committee, which will be formed to distribute teaching practices, with workable criteria for selecting practices for distribution.

### Planning the Meeting

You may wish to include in this session all those teachers who have participated in the sharing sessions or the survey. If it is a system-wide activity, smaller building faculty groups may constitute feasible working units.

Take time to study in advance the suggested criteria included in this package. Decide on any additional categories or criteria you might like to suggest.

### Conducting the Meeting

The purpose of the seesion may be stated as how to recognize a "good" teaching practice when we see it. Two additional points might be made before discussion begins:

(1) Developing criteria for evaluation permits much more effective distribution of practices throughout the entire building, throughout the entire system, and even to other schools in your area.

Only the "best" are shared! The wider the area in which such sharing occurs, the greater the amount of varied experiences upon which any individual teacher may draw.

(2) Criteria should relate to a teachers' particular classroom situation. All teaching practices will be useful in certain cases. However, because one practice has wider application than another does not mean that one is in any sense "better." Some teachers might feel slighted if their practices are not singled out for wider circulation. This is not an evaluation of the practices *per se* or of the teachers' ability--but of the ease and fruitfulness with which the particular practices might be used by other teachers.

Now, what criteria can be advanced? List suggestions on the board. A good way to begin discussion is to ask the teachers, "If a teacher told me about a new technique he was trying, what would my first reactions be?" (How well did it work? Did it require a great deal of preparation?) Such reactions probably have evaluative criteria *implicit* in them. However, in order for a committee to objectively evaluate practices using the same standards for everyone, these criteria must be made *explicit*.

Some implicit criteria which might emerge are: (1) Does the practice fit my classroom needs? (2) Does it require special skills or training? (3) How would I know whether it were successful or not--is its objective clear?

These questions, then, might be formulated in a more general sense. Would other teachers find it useful? Would they be able to use it without much preparation? Does it meet a need which exists in the classroom of many different teachers?, and so forth.

It may be helpful to separate criteria into several categories:

(1) *The importance of the educational problem with which a practice deals.*

(a) Is the educational value of the practice crucial or superficial? Does the practice increase interest in learning? active learning? Does it contribute to pupil mental health? (improve teacher-pupil or pupil-pupil relationships?)

Does it involve pupil planning? develop pupil initiative?

(2) *The diffusibility of practices*, i.e., how widely used a practice might be. Trying a new teaching practice involves investment of time and energy for teachers, as well as for pupils. How worthwhile is it to involve a large amount of time and energy in a particular practice? Some relevant questions are:

(a) Questions weighing rewards and costs:
Is the possibility of achieving the stated objectives high or low?
Does it increase or decrease efficiency in the use of teacher time and energy?

(b) Questions on potential adoptability:
Does it require an unreasonable degree of skill and training that most teachers do not have?
Does it require an unreasonable degree of skill and training that most pupils do not have?
Does it require an unreasonable amount of additional teacher time and energy?
Does it require an unreasonable quantity of materials that are hard to obtain?

(c) Questions on divisibility:
Can the practice be tried on a partial basis, or must it be tried on a all or none basis?
Will it be effective over a short period of time, or only over an extended period of continuous application?

(3) How original is the practice? It may not pay to spend a great deal of time distributing and evaluating practices which teachers in your school or system may have discovered in some other way, e.g., from journal or professional meetings.

## Using The Criteria

Once the criteria have been established, the job of evaluating and distributing teaching practices must begin. For the schools which conducted a large survey, a committee is already set up which can perform this task. It may be appropriate to add a few specialists to the committee to help evaluate practices from specialized areas. For instance, a specialist in mathematics might help judge a practice designed to teach trigonometry in a new way. Or teachers from several grade levels could be asked to help.

For those schools which used individual sharing sessions to gather teaching practices, an evaluation committee now needs to be set up. With the interest created by this meeting there should be little difficulty in getting volunteers. Since viewpoints vary, it is best to get as representative a sampling of teachers as possible. Teachers from different grade levels, subjects, schools, males and females, older and younger teachers should be included. The next package contains further suggestions on ways to evaluate and distribute teaching practices.

## Program 5

### Evaluating Teaching Practices

In the preceding program, criteria were established which might be used in evaluating teaching practices. A committee of volunteers was set up to undertake the evaluation. This program reviews the mechanics of the committee's operations.

First, it is good to describe each of the teaching practices with a standardized format. Information, furthermore, should be detailed enough to permit careful, systematic, and objective evaluation by committee members. At a minimum, the following questions should be answered:

(1) What are the objectives of the practice? What does it try to accomplish?

(2) What special materials or skills are required both by teachers and pupils?

(3) What activities does the practice involve?

(4) How can the success of this practice be evaluated?

(A list of additional questions you might want to ask is included in the "materials" section of this guide.) If some of the practices which have been submitted do not contain sufficient information on which to make a sound judgment, the teacher who originated the practice should be asked to provide additional information. This may be done by either mailing a questionnaire to the originator of these practices, or by talking to him personally. Once all the practices have been fully described in a standard way, the actual evaluation procedure can be started.

Since completely objective evaluations can be made only if the originator of each practice remains anonymous, attach a number to each practice and remove any identifying characteristics from it. Record separately the identification number and the name of the teacher to whose practice it has been assigned. This will not only free the evaluators to express their opinions without restraint, but it will also make referring to the practices easier. In assigning these numbers, you might simply start with number 01 and number the practices in consecutive order. If several schools are involved, you might use a 4 or 5 digit code, with the first two numbers identifying the school and the next two or three, the teachers within it.

In beginning the evaluation, use the rating form agreed upon at the last meeting. Have this form reproduced (e.g., dittoed or mimeographed). The committee need not examine all the teaching practices itself, especially if there are a great many practices. Assign a certain number of practices to selected teachers in your school or system. The more teachers involved, the greater the interest, and the less work involved for each. Have each practice read by 5-10 teachers and have each teacher rate the practice and include any additional comments he may want to make. All evaluations should be made independently. A deadline for the return of the rating forms, and description of practices should be established.

When all of the practices have been rated and returned, reconvene the committee. Set a cut-off point for the evaluation score. Those which score "most useful" after the original screening should be reviewed in more detail by the committee. Have teachers who can evaluate special subject matter materials present at this session. Discuss each practice which has passed the preliminary screening for 10-15 minutes, enlisting "expert help" whenever it is needed.

After the discussion of each practice, vote on whether it should be circulated to all teachers in your school or system. Put those which "pass" in one pile. If a certain practice is evaluated as very good, but the committee feels that its scope is too specialized for widespread circulation, you might put it in another pile of practices for circulation to teachers with specialized interests or problems. A third pile would be for practices which passed the first screening but which the committee did not feel should be circulated widely.

After you have gone through this procedure with all of the practices which passed the first screening, decide on how many practices you want to circulate in your building or system. If you have selected too many, you might need to briefly review each of the accepted ones again and vote on which to eliminate.

You now have a collection of teaching innovations which have been generated and tried by teachers in your school or school system and which have been judged useful for other teachers as well. The next program deals with methods for ciruclating these quality practices to a wider audience.

## Resource Materials

This is a sample of the sort of questionnaire the committee might find useful:

Date____________

School__________

Name (Please print) ______________________

Subject Teaching ________________________

Grade Teaching _________________________

I. Description

A. Your original description, as understood by the survey committee, reads as follows:

Is this still the best description of the practice you nominated?

(Yes) (No)

B. Would you like to elaborate on the description with regard to:

1. What resources (colleagues, reading materials, etc.) used in developing this idea?

2. What the objectives of this practice were?

3. How you prepared the pupils for the new practice?

4. Whether any special diagnostic tools or visual aids were used?

5. What teaching methods you used? (discussion, group work, etc.?)

6. What kinds of experience you hoped the pupils would have?

7. What happened while you were trying the new practice? Did it proceed in the way you expected?

II. Evaluation

A. Your original evaluation, as understood by the survey committee, reads as follows:

Is this still the best statement of your evaluation?

(Yes) (No)

B. Would you like to elaborate on your evaluation with regard to:

1. How successful was the practice in terms of:

   a. Pupil academic learning

   b. Pupil mental health

   c. Your own comfort and feelings of effectiveness

   d. Pupil reactions

2. How did you evaluate the outcome or success of this practice? (Personal observation, pupil academic improvement, etc.)

3. Did some aspects of the practice work better than others? Please explain.

4. Did some aspects work less well than others? Please explain.

5. Would you make any changes if you were to try this practice again?

6. Will you use it again? Are you using it now?

III. Documentation

Are there any activities, visual aids, special materials, or teacher-made tests we would:

| | Please specify | |
|---|---|---|
| | No | Yes |
| A. Observe | ___ | ___ |
| B. Take pictures of | ___ | ___ |
| C. Tape or record | ___ | ___ |
| D. Make copies of | ___ | ___ |

IV. Special Considerations (if not mentioned above):

A. Was it necessary to change your usual way of organizing, managing, or disciplining the class? Please explain.

B. Could you suggest ways of incerasing the effectiveness of practice through cooperation with other teachers?

C. What special skills, resources, experiences, etc., would be helpful for a teacher to have in order to make the best use of this practice?

D. What pitfalls should a teacher be careful to avoid?

V. Additional Comments:

## Sample of Form for Evaluating Teaching Practices

1. General Applicability (Place an X where reporting teacher used it and a √ where you judge it might be used.)

A. Subject matter specificity--check those that apply:

General ___

English and Language Arts ___

Social Studies ___

Physical Sciences ___

Biological Sciences ___

Mathematics ___

Physical Education ___

Commercial ___

Mechanical Arts ___

Music and Art ___

B. Age level specificity--check those that apply:

Kdg.___ Early Elem.___ Later Elem.___ J.H.___ S.H.___

2. Classroom Process: The practice stresses in activities which are:

individual ___ ___ ___ ___ ___ group

formal ___ ___ ___ ___ ___ informal

control feelings ___ ___ ___ ___ ___ express feelings

pupil planned ___ ___ ___ ___ ___ teacher planned

lecture ___ ___ ___ ___ ___ discussion

cooperative ___ ___ ___ ___ ___ competitive

friendly ___ ___ ___ ___ ___ business like

3. Material or Behavior Emphasis of the practice:

| | | |
|---|---|---|
| Emphasizes materials or equipment | | Emphasizes teacher or pupil behaviors |
| ___ | ___ | ___ |
| 1 | 2 | 3 |

| Directed to the needs of one or two individuals | | | | Directed to the needs of most children in a classroom |
|---|---|---|---|---|
| _____ | _____ | _____ | _____ | _____ |
| 1 | 2 | 3 | 4 | 5 |

4. Kind of Learning Experience--check the ones that apply

A. Emphasizes intellectual development, i.e., provides children with information about many things, teachers them reading, writing and arithmetic, and the ability or desire to learn more. __________

B. Emphasizes social development, i.e., teaching children to get along with others, to know about people in other countries, and be good citizens who are loyal to America. __________

C. Emphasizes personal development, i.e., seeing that pupils possess a sense of right and wrong, develop into mature and stable persons who are in good physical condition and learn to enjoy things like music and hobbies. __________

D. Emphasizes practical adjustment, i.e., helping students choose the right occupation or college giving them specialized job training, and preparing them for marriage and family living. __________

5. Originality and Uniqueness

A. Degree of originality:

| Highly Original | Came from somewhere else with major changes | Came from somewhere else with minor changes | Not original or unique |
|---|---|---|---|
| _____ | _____ | _____ | _____ |
| 1 | 2 | 3 | 4 |

B. Extent of use by other teachers:

| | | | |
|---|---|---|---|
| _____ | _____ | _____ | _____ |
| 1 | 2 | 3 | 4 |
| High | | | Low |

6. Where did she get the idea for this technique? (Check one or more)

A. School colleagues ___

B. Principal ___

C. Outside consultants ___

D. Newsletter or journal ___

E. Teacher not in this school ___

Which school ___________

F. At a conference ___

G. It's original ___

7. For the Rater's Ohly

A. Do you feel you had enough information to rate this practice effectively?

B. Do you feel strongly about this practice in any way?

## Criteria for the Evaluation of the Educational Significance of Teaching Practices Which Promote Mental Health and Learning

1. Does the practice appear soundly based in theory or research evidence?

2. Does the practice provide or allow for teacher or staff evaluation?

3. Does the practice help pupils to discover and use the academic skills of others in the class?

4. Does the practice appear to increase individual pupil responsibility and motivation for learning?

5. Does the practice involve pupils in planning, executing and evaluating it?

6. Does the practice enhance development of peer relations and standards in support of learning?

7. Does the practice contribute to pupil's positive attitudes toward schoolwork?

8. Does the practice significantly contribute to pupils feelings of self-worth?

9. Does the practice significantly contribute to supportive peer relations and standards conductive to mental health?

10. Does the practice contribute to a positive pupil-teacher relationship?

11. Does the practice help the group to have a wider variety of friendships?

12. Will it solve a problem or accomplish an important purpose? (from point of view of the teacher)

13. Is the practice easily adaptable to teacher's own styles of teaching?

14. Does the practice require special demonstration or training?

15. Does the practice require great investments of time or energy?

16. Can the practice be tried on a limited basis?

17. Can the details of the practice be communicated easily?

18. Does the practice require special physical equipment or props?

19. Will the practice be acceptable to administrators, i.e., principals, curriculum people, superintendents?

20. Does the practice take into account pupil differences, e.g., age, sex, social class, etc?

21. Does the practice involve other teachers, e.g., "cross-age"?

22. Does the practice fit easily into the "accepted" curriculum?

23. Does the practice offer visible success (feedback)?

20
No. of practice

## Rating Scale
## on
## Characteristics of Classroom Teaching Practices

1. Subject matter grade level focus:

| | | |
|---|---|---|
| | | X |
| Specific subject or grade level | Several subject or grade level | Most subject or grade level |

2. Required time patterns:

| | | |
|---|---|---|
| | X | |
| One class period | Series of class periods | Requires time outside of class |

3. Staff requirements:

| | | |
|---|---|---|
| X | | |
| One classroom teacher | Cooperation with other teachers | Special staff arrangements, e.g., teaching assistant |

4. Material and Equipment:

| | | |
|---|---|---|
| X | | |
| Uses only classroom materials | Special materials or equipment available to classroom | Materials or equipment difficult to obtain |

5. Space requirements:

| | | |
|---|---|---|
| X | | |
| Uses only regular classroom | Specially arranged or large sized classroom | Uses space in addition to classroom, e.g., multipurpose room |

6. Role of the teacher:

| | | |
|---|---|---|
| | X | |
| No change in role | Some change in role | Major change in role |

7. Role of the pupil or learner:

| | | |
|---|---|---|
| X | | |
| No change in role | Some change in role | Major change in role |

8. Total or partial adoption:

| | |
|---|---|
| X | |
| Can be tried on a partial or limited basis | Must be tried on all-or-none basis |

9. Familiarity or distance from previous experience:

| | |
|---|---|
| X | |
| Many familiar elements | Many unfamiliar elements |

10. Visibility of success:

| | |
|---|---|
| | X |
| Success easily and quickly observable | Success visible after long period of time and effort |

11. Teacher participation in the learning process:

| | |
|---|---|
| | X |
| Practice is teacher-free to a high degree | Requires high degree of teacher participation |

12. Out of class preparation time:

| | |
|---|---|
| X | |
| Very little preparation | Preparation requires a great deal of time and energy |

13. Demonstrability and observability:

| | |
|---|---|
| X | |
| Easily observed or demonstrated, e.g., in one class period | Difficult to observe or demonstrate |

## Program 6

## Distributing Innovations and Supporting Try-Out Attempts

### Introduction

In the last program, a committee of teachers evaluated the teaching practices which has been collected. The goal of this program is to help teachers use these practices. Therefore, suggestions for distributing practices and making auxiliary materials available are offered. These activities, though, do not conclude the sharing process. The final and most important step is to support teachers who have begun to use the new practices or would like to do so. The second part of this program tackles this problem.

### Diffusing (or Spreading) Innovations

The selected practices must be put into a final form for school of system-wide distribution. It must be decided whether to distribute brief summaries of the practices or more detailed lists. If detailed lists are provided, this will involve expensive duplication and distribution procedures. However, this method will insure that all teachers have the creative practices at their fingertips. If it is decided to provide brief summaries, teacher who are interested in particular practices could receive more detailed information about them. A "library of teaching innovations" could be establish in which one set of detailed descriptions could be filed. One major advantage of the library approach is that teachers could constantly add to it their own new teaching practices as they develop. It could also be arranged to have teachers talk with the originators of the practices in which they are especially interested.

Whichever approach is selected, the practices should next be arranged in categories for easy reference. A general list of topics might include:

1. Ways to increase pupil's motivation to learn, for example, by individualizing instruction or by grouping students according to abilities or interests.

2. Ways to increase student participation in the learning process and in the management of the classroom. Included here might be having students participate in curriculum planning, execution, and evaluation.

3. Ways to create an environment where student initiative, creativity, and participation are encouraged both by the teacher and by fellow students.

The third step in diffusing innovations is to make supplementary materials readily available. Many of the innovations suggested by the teachers may require additional materials such as new books, information sources, or equipment. It may be important, if teachers are to be encouraged to adopt the new practices, to facilitate their access to necessary materials.

A good place to store such information would be in the "Innovation Library" file. Discuss the possibility of maintaining a library with your committee. Decide what kind of file would be most useful to the teachers (e.g., a collection of boxes or loose leaf notebooks) and make provisions for establishing and maintaining the library for at least a year. A file for practice would include a detailed description, the name and location of the originator of the practice and the location of any supplementary materials. This information would be entered under the appropriate category.

The next step is distributing the practices. The simplest way is to arrange to have the quality practices dittoed and sent to all the teachers in the system. Distribution should take place when interest in the practices is highest and when the possibility of trying out practices in classrooms is best. In other words, practices should not be given out right before summer vacation. Christmas vacation, though, might be an admirable time. Teachers could prepare their new approaches over the holidays and try them when school resumes. At this time both teachers and students would be looking forward to beginning anew.

A second effective way to distribute the practices is to arrange demonstration sessions. Before a demonstration session, a dittoed description of the practices to be explained could be distributed. At the session, the originators of these practices would describe how they worked. Interested teacher, then, would be able to question the originators before trying the new activity. Each session could focus on another category of teaching practices. For example, you might advertise a demonstration session on teaching practices dealing with improving teacher-pupil relationships or promoting higher academic achievement, or increasing student incentive and responsibility. You might wish to combine the distribution of practices by intra-building mail with the demonstration sessions.

### Supporting Innovations

Even if teachers have the innovations and the necessary materials readily available, they might continue to feel reluctant to try the practices. Individual teacher characteristics such as fear of trying new ideas or of seeming non-creative may hinder the sharing process, as we pointed out in Program 2. Colleague support is crucial. Teachers trying new teaching practices must feel that their efforts are approved by other teachers, and that they have many resources for help. You might encourage a group of teachers to all try a new practice at the same time. Innovation would then become a group effort. This activity might well break the ice so that future innovation could occur without such elaborate group support.

The principal's support is also crucial to innovative activity. The optimum condition occurs when the principal projects an image of support, but does not interfere or seem overly interested in the teachers' classroom activities.

Several other approaches to a "climate" which supports innovation and sharing might be tried:

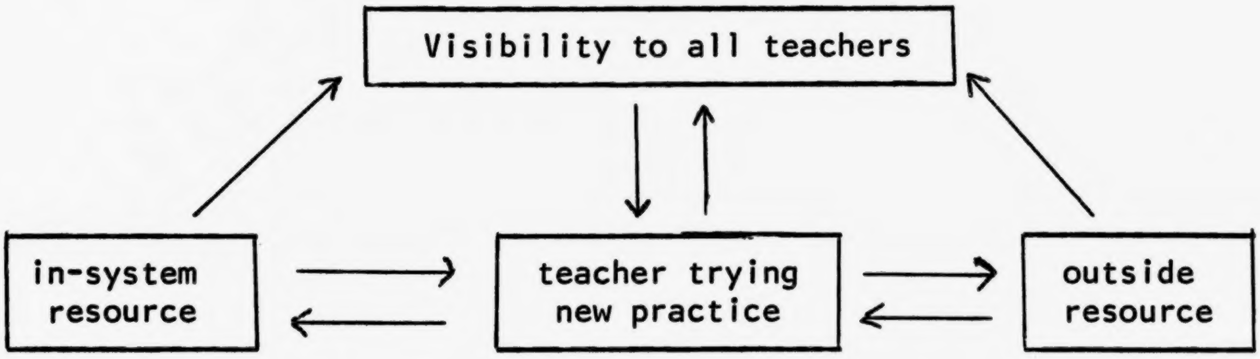
1. Arrange a meeting in which teachers can describe their classroom problems and decide whether any of the suggested practices could help them. The meeting should not be compulsory. Rather, it should seem like a large sharing session. Indeed, the meeting might be most effective if the group were broken into smaller units after a short introduction.

It is important to stress that change for change's sake is not recommended. Teachers must decide on the relevance of these practices to their needs and classroom situations. A short transcript of a tape is included with this program in which two teachers confront the question of how to make up one's mind about which new ideas to try from those which are available. You could use this tape.

2. A second way of providing support might be to have resources continually available within the school for the teacher trying a new practice. If demonstration sessions were not used, this would mean that the originator of the practice should be accessible. In addition, some amount of follow-up should be initiated by the leader, by the members of the present committee, or by members of another standing committee. These teachers should not simply be consultants in times of stress. They should show interest in the continued progress of the teachers trying new practices.

3. Outside support might be provided for the teachers. Consultants and resource experts should be contacted and asked to remain on tap for teachers who might need them.

4. Results and progress should be made known to other teachers in the system. You might send out regular memos, or publish short progress reports in staff manuals that would reach all the teachers.



5. After a teacher has *used* a new practice, *his* support should be available to other teachers wishing also try it. Prepare a form for teachers to use in which they document their experiences with a new practice. Collect these forms and file them in the library of innovations along with the original practice description. Include the names and locations of the "users" on these forms so that other teachers may contact *them*.

## Resource Materials

### Transcript of Tape on Selecting which Teaching Practices to Use

Teacher A: I wonder whether I'll be able to use *any* of these teaching practices that have been collected? How am I supposed to decide which ones would be good for *my* class?

Teacher B: I feel the same way, I don't just want to change what I've done just for the sake of changing. Some of the techniques that I've been using have worked just fine.

Teacher A: Mine too. You know, one thing I *have* been having some trouble with though is the relationships between the pupils in my 10 o'clock class. They are very intolerant of each other, and there is an enormous amount of boy-girl competition in the class. I don't know quite what to do about it. It's certainly making teaching more difficult.

Teacher B: You know, I just read a teaching practice about improving interpersonal relationships among students in a class. The teacher that originated it tried all kinds of things, like using small groups to work on specific skill areas or using the school newspaper to increase recognition of the importance and contribution of pupils with all different kinds of skills. She even used role playing to develop appreciation of the "new kid" or of a pupil that was slightly different.

Teacher A: Hey, that sounds great! I could never use role playing in my classes though. The kids would be too embarrassed. Maybe I could try something *like* role playing, though. The kids are always making fun of one kid that has defective sight and hearing. Maybe I could have one pupil read aloud the essay that Helen Keller wrote, "I Want to Live." Then they'd *have* to appreciate the accomplishment and the obstacles that a person with some deficiency has to deal with.

Teacher B: That sounds like a good idea. Why don't you talk to the originator of the practice and see if she has any more ideas? She could probably give you some help carrying out the ideas that you have, too. It's a kind of touchy area, and her experience might be really useful.

Teacher A: Okay. Using somebody else's teaching practices isn't a simple thing, is it? You have to use lots of your own ideas and experiences, even if you *do want* to use a few ideas that somebody else had. Hey, I'm *really* excited about trying this out. How do I find out the originator's name?

# Chapter X

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The primary objective of this project was to demonstrate the feasibility of a process for identifying, describing, and sharing innovative teaching practices, and for supporting the efforts of teachers to adopt or adapt these practices in their own teaching situations.

More specifically, it was proposed to

1. Explore the potentiality of collaboration with a statewide classroom teachers' organization on a project directed toward educational improvement.

2. Demonstrate a linkage between research and action by utilizing a diagnostic analysis of the conditions supporting innovation and sharing to identify factors for consideration in action-planning and to use in feedback for staff development.

3. Demonstrate a means of identifying and describing innovative classroom practices developed by teachers to stimulate the improvement of pupil motivation to learn and greater efficiency of learning effort.

4. Demonstrate a means of developing and applying criteria for the evaluation of such practices.

5. Demonstrate a means of communicating such innovative teaching practices with a maximum of clarity to other teachers who are potential adopters.

6. Demonstrate a sequence of in-service training and professional staff activities directed toward maximizing the opportunity, motivation, and support for adoption or adaptation of the selected teaching practices.

Activities involved in the carrying out of these plans have been described in detail in the preceding pages of this report. It remains to review in this chapter what has been learned through these experiences and what implications may be drawn for use by those who are concerned with the improvement of education in other settings.

Each of the six specific objectives will be treated in turn, with brief attention paid to reviewing what was accomplished, summarizing the findings, and posing recommendations for next action steps.

## Collaboration with a Teachers' Organization on an Educational Improvement Project

Teachers are currently confronted with increasing opportunities to become active in the improvement of education. This project represented an opportunity to test the viability of utilizing the resources of a state-wide teacher organization in the identification and diffusion of promising teaching innovations.

### What Was Done

1. A collaborative relationship between the Michigan Department of Classroom Teachers (MDCT) and a team from the Center for Research on the Utilization of Scientific Knowledge (CRUSK) of the University of Michigan was established, extending over a four-year period.

2. MDCT appropriated $1500 in an unprecedented gesture of interest in supporting an educational improvement activity.

3. A state-wide Steering Committee, involving representatives from the major administrative and curriculum leadership organizations was utilized.

4. A set of Area Committees under the leadership of the MDCT regional directors was established and utilized to give direction to local school system project activities.

5. Teachers in four pilot school systems became involved in a survey of their own classroom innovations, applying criteria to the evaluation of the practices which were identified, carrying out a procedure for sharing selected innovations, and in devising support activities.

### Findings

Although many constructive results were achieved through the collaborative effort, as will be represented in subsequent pages of this summary, a number of conditions mitigated against the most effective involvement of the Michigan Department of Classroom Teachers in this joint demonstration project:

1) Changing leadership. De facto transfer of responsibility and power occured each year as the organization elected a new president and board of directors. The pressure for each president to create a "platform" of his own, creating new programs rather than supporting those of a previous president resulted in discontinuity of leadership in relation to the innovations project.

2) Political orientation of leadership. The internal political structure of MDCT resulted in leadership campaigns which left strong residues of bitterness and competition. The project team had to struggle continually to re-engage the active support of successive presidents. Emphasis within the organization seemed to be on control and power rather than on continuity of program.

3) Lack of local structure. At the local level, the MDCT was largely a paper organization. While approximately 58,000 of a total Michigan Education Association membership of 65,000 were members of the MDCT, this figure was obtained by granting automatic membership to any teacher who belonged to the education association. Most teachers were inactive; many not realizing they belonged to such an association. Most local teachers associations did not see themselves as units of the MDCT.

4) Lack of experience with, and commitment to, research. The organization had had no previous involvement in research or demonstration activities. The skills needed to provide leadership for such a project were largely lacking. This caused over-reliance upon the project team from the university and minimal involvement on the part of MDCT leadership people.

5) Difficulty in establishment of an inside-outside team relationship. Differences between the organizational structure and major objectives of the two organizations (MDCT and CRUSK) made for difficulties in developing open and mutually supportive collaborative relationships.

6) Role and power struggles within the teacher organization movement. Teacher organizations are currently caught up in a drive for power, and are involved with internal struggles as to how to organize to get it and toward what ends to use it. Teacher welfare issues seem to be most understandable and easy to focus upon initially. Competition between the Department of Classroom Teachers, the parent Michigan Education Association, and the American Federation of Teachers absorbed much of the energy of the MDCT and served to direct it from this project.

## Recommendations

Teachers are being confronted with an opportunity, perhaps even a requirement, to become active within their own professional organizations. The development of mandatory negotiation procedures in Michigan, Washington, and an increasing number of other states, has created in teacher organizations a militancy and a power never before experienced. While most of this power is being directed initially toward dealing with problems of teacher welfare, it is already apparent that these teacher groups are not alone concerned with salary, tenure, and sick leave, but see in their new-found power a means to gain improvement in the total educational program. "Conditions of employment" are being interpreted to include the process of curriculum development, the procedures for decision-making, the opportunities for innovation and change, and the opportunity and responsibility to challenge existing programs. In other words, teacher organizations are accepting more of the responsibility for the conduct of the educational enterprise. If this new role is to be carried forward effectively, there are new procedures to be developed, new skills to be learned, and new attitudes to be thought through.

The Michigan Department of Classroom Teachers is to be commended for its forward-looking action in exploring some of these procedures, skills, and attitudes. It is recommended that teacher organizations continue such exploration of ways to exercise responsible leadership in improving education, giving particular attention to perfecting productive working relationships with the existing administrative leadership of the school systems, and with potential "outside" collaborators from university, regional educational laboratory, or other resource bases.

## Linkage between Research and Action

This project on the identification and diffusion of innovative teaching practices started out as a combined research and action effort. The continuum of research to action was seen as part of an integrated process. However, due to the exingencies of funding procedures within the Office of Education it became necessary to separate the research from the action proposals. There has been achieved, however, a continuing cross-fertilization and interchange between research and action.

### What Was Done

1. The two projects* shared the same senior staff leadership, and the staffs often worked together functionally, thus enriching the entire project through creative interaction.

2. Data with regard to the factors affecting the creation and sharing of teaching innovations were gathered within the same four school systems which were subsequently the sites for action efforts.

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*Cooperative Research Project No. 2636, The Innovation and Sharing of Teaching Practices— I: A Study of Professional Roles and Social Structures in Schools; and Cooperative Research Project No. D-137, The Innovation and Sharing of Teaching Practices, II: Procedures for Stimulating Adoption and Adaption of Selected Teaching Practices.

3. Action efforts were based upon major findings from the research activity. These findings included the following:

   --Age, sex, and length of time spent in the teaching profession does not significantly relate to teacher innovation and sharing of teaching practice.

   --There is no systematic relationship between level of educational training and professional innovation and sharing.

   --Teachers who are particularly concerned with pupil-planned and informal classrooms seem to share their techniques more than their colleagues of opposed persuasions.

   --A feeling of alienation from school is significantly related negatively to both innovation and sharing amongst secondary school teachers.

   --Those teachers who have a sense of their own personal power, and feel their role is influential in school decision-making processes more often are involved in professional innovating and sharing.

   --Teachers are generally dissatisfied with the distant and heirarchial control pattern evident in their schools.

   --Those teachers who perceive themselves in the midst of informal staff groupings or networks are more likely to innovate and share practices than their colleagues who feel themselves to be on the periphery or even excluded from informed networks.

   --Teachers who feel that informal relations with colleagues are friendly, are more likely to share with their colleagues.

   --Teachers who see the staff, and their roles with the staff, as more cohesive and personal are least likely to feel alienated from school.

   --Teachers who are most intimately involved in professional communication and transaction with their colleagues are also more likely to be highly involved in innovation and sharing.

   --Teachers who are highly nominated by their colleagues on a sociometric communication measure, and teachers who travel to school with their colleagues, and teachers who serve on staff committees that necessitate their involvement with colleagues on professional matters are more often involved in sharing.

--Those teachers who serve on school committees are more likely to report that they adapt or adopt others' innovations than they are to invent their own.

--When peers on a school staff see the social structure of their staff similarly, that staff innovates and shares more often than do others.

--Staff feelings that there are strong pressures upon them to conform to school norms and procedures are negatively related to innovation and positively related to alienation.

--Teachers who see their principal as exerting substantial upwards influence and minimal downwards influence are most likely to innovate.

4. Research findings were used in feedback sessions designed to stimulate teachers and administrators to become sensitive to the climate for innovation and sharing within their own building or school system, and to initiate diagnostic steps locally.

## Findings

From our work with the four school systems, in both the research and action activities the following generalizations were supported:

1. There is need for a vastly improved flow of information to teachers about the existence of available resources of teaching materials and teaching practices developed outside the school building and developed by colleagues within the school building.

2. There is a critical need for supportive interpersonal relations among teaching colleagues in the building to create a climate of freedom to innovate and to try out new practices developed by others.

3. The perceptions of and relationship to the building administrator are very important in supporting or inhibiting efforts to innovate in the classroom.

4. A personal sense of connections with or alienation from, ones professional role and professional colleagues is a crucial source of motivation or lack of motivation to put energy into the innovation and adoption of new teaching practices.

5. While at various points in the development of our research and action efforts the differences of orientation and role among staff members resulted in conflict and confusion about priorities, we believe the dominant fact is that the staff of both projects enriched the entire effort by their creative interaction as well as by their disagreements.

### Recommendations

There is much to be gained in providing for interaction and collaborative involvement of researchers and action-oriented professionals in the same problem-solving activity. While there were some difficulties in building smooth team relationship between researchers and utilization-oriented staff members on the university team, and between the teacher-practitioners and the university project team in the field, the results of such collaboration would appear to encourage continued effort along these lines. Specifically, it is recommended that (1) further emphasis be placed upon the study of creative inside-outside team relationships in which the resources and the needs of each are openly recognized and explored, and (2) funding policies within the Office of Education be modified so that projects proposing to emphasize the continuum between research and action can be supported as vigorously as can those which fit into the compartments of "research" and "demonstration."

## Identifying Innovative Practices

The project proposed to demonstrate a means of identifying and describing innovative teaching practices. It was presumed that active and systematic effort would be required to locate and identify innovative practices in the classroom because of the various forces operating in school systems against communication. Furthermore, it was recognized that while many teachers have responded to situational confrontations by making innovative modifications in their teaching practice they are frequently unable to articulate their innovation or the rationale for it, have no evaluation of its effectiveness, and have no developmental work under way aimed at improving and validating the innovation. In other words, many teachers have the resourcefulness to be inventive, but do not have the conceptual sophistication or the methodological skill to validate, or to describe or disseminate their creative effort.

### What Was Done

1. Orientation meetings were held for principals, teachers, and Area Team members of all collaborating school systems. These stressed the contributions which techniques of identifying, evaluating, sharing, adopting, and adapting selected teaching practices would make to the quality of education and to the improvement of each

teachers' arsenal of educational devices. The project team were to act as consultants to help develop a survey of teaching practices and to support the dissemination of the innovative practices which were discovered. The teachers' task would be to provide the descriptions of innovations to share these with one another and to adapt these practices to suit their own needs.

2. The Area Teams with help from the project staff, organized a questionnaire survey, asking each teacher to briefly describe new educational practices he had tried recently. He was also asked to nominate other teachers whom he believed were trying new approaches with their classes. The over five hundred teachers in the four project school districts nominated some two hundred innovative classroom practices.

3. Through a screening process, thirty of these practices were selected for dissemination. Steps were taken to secure a fuller documentation of these practices. An outline of a detailed description of a practice was given to each of the thirty innovators. Follow-up work by telephone, field trips and interview was undertaken as needed.

## Findings

It was found that while a surprising number of innovative practices were nominated, the original descriptions were vague and non-exciting. Purposes of the innovation were often unclear, procedures lacked detail, obstacles were omitted. Teachers found it difficult to respond to the request for more detailed information and in most cases awaited a follow-up phone call or a visit.

## Recommendations

It is recommended that regularized procedures be instituted within the school system or across regions of several school systems to survey for creative and innovative classroom practices. Initiative could come from a teachers' organization, a regional educational laboratory or consortium of school districts, or from the regular administrative leadership of the school system. Special attention and support needs to be given through follow-up devices to secure sufficient detail about the practice as to make the description understandable and useful to the potential adopter. The programed activities described in Chapter IX may be helpful.

However, it is recognized that retrieval, documentation, and dissemination of practices is not enough. Attention needs to be given to establishing an interpersonal and organizational climate which supports teachers in their efforts to innovate, to share, and to be willing to adapt the practices developed by others.

## Evaluating Innovative Practices

While the creative efforts of many teachers may result in a wide variety of innovative classrooom practices, it does not necessarily follow that all such practices are worth disseminating. In fact a major disservice may be done to the cause of educational improvement if energy is put into indescriminant sharing of unevaluated innovations. The project, therefore, attempted to demonstrate a means of developing and applying criteria for the evaluation of innovative teaching practices.

### What Was Done

1. A method for evaluating the most promising of the nominated practices was developed by the project team and MDCT representatives, with reactions from the State Steering Committee. It was proposed to select those practices which

    --attempted to enhance motivation to learn or improve the classroom social emotional climate.

    --were truly new and different.

    --were designed to cope with relatively universal classroom problems.

    --were most adequately developed.

2. Specific criteria and rating scales were developed.

3. Each practice was evaluated by four or five educators (usually Area Team members) drawn from both elementary and secondary school levels and from classroom teachers and administrators, and by one or more social scientists. Area Team members did not evaluate practices nominated by teachers in their own school district.

4. Practices were recommended for inclusion in a book of innovative teaching practices by a majority Area Committee decision.

### Findings

Evaluating the practices was not a simple problem. Many teachers and administrators "intuitively" knew what was a "good" or a "bad" teaching practice. Often, the effort to use the evaluative criteria and scales highlighted the inadequacies of the original descriptions of the innovative practices. Valid judgments could not be made on insufficient evidence.

The reliability of the judgments was low because of the differing values and perspectives of the evaluators.

Yet it appeared that the effort was seen as part of a more systematic approach to education and contributed to a shifting conception of the teachers, role from one of uncritical acceptance of innovations to a critical assessment of own needs and the quality of those new practices available for consideration.

### Recommendations

It is recommended that further effort be put into developing effective procedures for evaluating innovative teaching practices. "Programs" three and four presented in Chapter IX are first efforts of the project staff to organize the experience of the project into a form that may be helpful to school staffs desiring to face this challenge. These "programs" need to be further field tested and improved. The involvement of teachers in the process of developing and applying the criteria is seen fully as important as the criteria themselves.

## The Sharing of Innovative Practices

Current procedures for disseminating good teaching practices are obviously ineffective. Many teachers have resistances against sharing. Reports in professional journals or to conferences are inclined to be unrealistically "glowing" and provide little opportunity for follow-up. Mechanisms for communicating worthwhile practices developed by one teacher in the system to teachers in other buildings are underdeveloped. The project attempted to demonstrate two procedures for sharing.

### What Was Done

1. Brief descriptions of the thirty most promising practices selected from the survey were written up and approved by the contributing teacher. They were placed into a loose leaf notebook as a "Catalogue of Promising Practices."

2. One catalogue was distributed for each three teachers in each building, with a routing slip. In one system, the Area Committee experimented with the effectiveness of distributing the catalogue personally, rather than by routing slip. Staff meetings were held in each building to prepare the way for this distribution.

3. Teachers were asked to return a postcard indicating their interest in using one or more of the practices. Opportunity was provided to request more detailed information on those practices.

4. A second postcard survey and follow-up interviews inquired as to whether or not the practice had actually been tried.

5. Members of the Area Committee in one school system developed a "sharing institute" designed to provide a model of a sharing activity which could be adapted to their own building as a continuing activity.

## Findings

Over half of the teachers in the four school systems failed to respond by means of the post card. Seventy-five per cent of the teachers indicated an interest in trying out one or more of the practices described or requested more detailed information. The follow-up interviews revealed that but twenty per cent of the ones expressing interest actually tried at least one of the disseminated practices. Many of the others gave as reasons for lack of follow through

--lack of time
--lost their booklets
--didn't take notes on the practices
--received the booklets too late in year
--practices not adaptable to grade level
--lacked equipment
--practices not described in sufficient detail
--practices not really new

A challenging question emerges from this follow up inquiry. Were the selected practices or their descriptions inadequate or are such statements defensive reactions to novelty and change-challenges? It is quite possible that many teachers sought a way to rationalize their non-adoption of these practices because of implications for change effort and the value confrontations implicit in seriously considering the new practices, even if colleagues had rated them as good quality innovations.

## Recommendations

It is recommended that procedures be established to communicate information about good quality innovative teaching practices with maximum clarity to potential adopters. The experience gained from the project schools has been organized into "Program" Six in Chapter IX. Further work needs to be done in developing and field testing procedures which do, in fact, make the new practices accessible in usable form. Eight m.m. film clips, arrangements for intervisitation, closed circuit TV presentations, telephone conferences, and other devices may be explored as supplements to the catalogue of promising practices technique.

However it is clear that the most successful dissemination requires crucial elements of inter-personal process. A relatively small number of practitioners are able, in terms of motivation and skill, to respond openly and effectively to new practices made available to them as written descriptions. Additional conditions of facilitation are necessary.

## In-service Training to Support Innovation and Sharing

One assumption underlying the project was that most teachers would need supportive followup from peers or relevant others to help them actualize their intentions to try out new educational practices. Strategy implications might include provision of opportunities for skill practice, development of supporting teams, commitment from an administrator, and perhaps consultation with an outsider.

An even greater challenge, however, that has become increasingly clear as the specific activities described in the preceding pages were carried forward, is that of helping a school staff develop a climate which encourages innovation, provides peer support for experimentation, and makes possible general staff involvement in confronting the problems of educational change.

### What Was Done

1. Procedures for providing more face-to-face interaction in the sharing process were developed in two systems. In one, a system-wide "Sharing Institute" was planned. It's objectives were (a) to help teachers confront the need to share professional practice and to understand and cope with the typical restraints against sharing; (b) to provide an opportunity for teachers to have a successful experience in sharing their teaching inventions with each other, and (c) to provide a model of sharing activity which could be adapted to their own building as a continuing activity. In the other system, a series of system-wide grade-level sharing sessions were planned.

2. Sessions were arranged in approximately half of the school buildings providing for feedback or feed-in of research information and concepts about the process of change and resistance to change. The term feedback is used to refer to those situations where data collected in a school building are reported back to stimulate efforts to interpret and use the findings. The term feed-in is used where data collected in other school buildings or systems are fed in to another building to stimulate thinking and application to their own situation. Data from the 1963 survey were grouped into four sets of factors affecting innovation and sharing:

1. Teacher-pupil relationships
2. Individual teacher characteristics
3. Teacher-teacher sociometric relationships
4. Building characteristics

3. Building upon the experiences of the project, a set of materials was developed, designed to help faculties to work through some of the issues and processes needed in developing a climate in support of innovation and sharing. The six "stimulation programs" deal with the following themes:

    Teaching in a Changing World

    Resistance to Sharing

    Identifying Teaching Practices through (1) Sharing Sessions and (2) Surveys

    Developing Criteria for Evaluating Teaching Practices and Constructing a Rating Form

    Evaluating Teaching Practices

    Distributing Innovations and Supporting Try Out Attempts

## Findings

In general, the sharing sessions were enthusiastically received by teachers. It was concluded that they were not as successful when they omitted an orientation to the concept of sharing inventions, and when they permitted the sharing sessions to become general discussion sessions without a clear design for a group procedure of selecting particular practices to focus upon. Although the sharing sessions are an important step forward in the dissemination of creative practices, there are two major weaknesses. First, the potential adopters need help in evaluating the significance for them of particular inventions, using such criteria as those described in Chapter VI. Second, some type of followup help from the inventor or consultant will often be needed at the time the adopter is ready to try out the new idea.

It was conclusion of the project staff and the Area Committees that the feedback meetings are one feasible and effective way to stimulate a school staff to develop an awareness and norms which support innovativeness and readiness to use the inventions of others. Original plans called for the teachers themselves conducting these sessions. However, Area Team members had little previous experience with research findings. They felt very unsure of their competence in interpreting the findings to colleagues. This latent fear, and perhaps distrust, of research findings seemed to be a central theme in thinking about feedback sessions. In any case, team members resisted accepting the leadership of feedback sessions, even though the project had initially been conceived and discussed with them in these terms.

It was found that success of the feedback session often hung on its early phase. Discussion and active confrontation of the facts needed to begin immediately.

A significant finding in relation to the feed-in sessions and, to some extent the feedback sessions, was that discussion often led the group to become interested in how additional data might be gathered specifically about themselves and their own faculty.

Findings with regard to the series of stimulation programs are limited to reactions from a number of informally-conducted field tests. The Administrative Council in Saginaw; faculty groups in Saginaw, Romulus, Ann Arbor; and teachers attending summer session classes at Eastern Michigan University engaged in one or more of these programmed activities and made suggestions for revision. In general, reactions were very positive. Admittedly the materials are still in rough form and can serve as the basis for further development.

## Recommendations

In-service education activities are needed if a climate supportive of innovation and sharing is to be developed. The project gained experience with the use of sessions planned for the face-to-face sharing of classroom innovation; feedback and feed-in sessions relative to research on factors affecting innovation and the sharing of innovations; and a series of programmed activities designed to assist a staff in identifying, documentary, evaluating and sharing innovations developing within their own classrooms. These inservice activities proved to be useful in these limited field tests; their use in other settings is recommended. The supporting materials have potential for further development and refinement.

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# APPENDICES

A. Teacher Instruments--Part I
--Part II

B. Catalogue of Promising Practices for the Improvement of Pupil Mental Health and Learning

C. Illustrative Detailed Descriptions of Innovative Practices Selected for Dissemination:

"Practice No. 18--Teaching Interpersonal and Intergroup Understanding"
"Practice No. 20--Teaching About the Formation of Feelings of Prejudice"

D. End of Feedback Meeting Summary Sheet

E. Feedback Session Evaluation Form

F. Bibliography of Articles Published

G. Typical Series of Data Feedback Slides

# APPENDIX A

## Teacher Instruments--Part I and Part II

# Appendix A

## Teacher Instruments

Institute for Social Research, University of Michigan
Michigan Department of Classroom Teachers
Belleville, Brighton, Chelsea and Romulus School Districts

## Part I

The purpose of this questionnaire is to gather information about significant classroom practices that relate to the improvement of learning, to understand teachers' feelings and opinions, and to gain a better understanding of relationships in the schools.

To achieve this purpose, we are requesting your help in responding to the following questions. It is very necessary that you answer all of them as honestly and completely as possible.

All the information about your feelings and the feelings of others will be absolutely confidential. Only the University of Michigan research staff will see this material.

When you have finished, please give your form to the liason teacher in this building.. He or she will seal all of these questionnaires and mail them to the Institute for Social Research.

Thank you for your help.

Name ______________________ School ______________________

1. A school system cannot be all things to all people. Considering the staff in your school system, the financial support for the system, the kinds of children who attend the schools, and the attitudes of the community, what would you feel are the four primary objectives towards which effort should be put in your school system during the next two years? Put "1" by the most important, "2" by the next most, "3" by the next most important, and "4" for the next most important. Remember, you are thinking of objectives for this school system for the next two years. Use only the numbers 1, 2, 3, 4 to show the four objectives you feel are primary. Leave the other items blank.

____ Reducing the dropout rate.
____ Improving attention to basic skills in the first three grades.
____ Improving attention to physical health and safety of students.
____ Increasing children's motivation and desire to learn.
____ Improving learning opportunities for disadvantaged children.
____ Increasing the percentage of college attendance by seniors.
____ Improving discipline and the behavior of "difficult" children.
____ Improving the quality of student academic achievement at all levels.
____ Improving children's adherence to moral, ethical, and patriotic standards.
____ Improving learning opportunities for gifted or talented children.

2. Most teachers spend their time doing many different tasks at school. How do you spend your time during the average school day?

| | a great deal | some | little | none |
|---|---|---|---|---|
| a. Teaching students academic material. | ____ | ____ | ____ | ____ |
| b. Disciplining students | ____ | ____ | ____ | ____ |
| c. Counselling students | ____ | ____ | ____ | ____ |
| d. Keeping records and administrative duties | ____ | ____ | ____ | ____ |
| e. Serving on committees | ____ | ____ | ____ | ____ |
| f. Talking with colleagues about classroom practices | ____ | ____ | ____ | ____ |
| g. Other (Specify)____________________ | ____ | ____ | ____ | ____ |

3. Now go back over the different kinds of activities in question 2, and list the letter of those on which you would like to spend more time, in order of preference for you.

Prefer most ____ Prefer next most ____ Prefer third most ____

4. Here is a list of possible teachers' organizations; please check whether or not you would be interested in joining any of them, and how much out-of-school time per month you would devote if interested.

| | Interested (Yes or No) | Time per month |
|---|---|---|
| a. An organization concerned with curriculum development | _____ | _________ |
| b. An organization with a definite program for sharing significant teaching practices | _____ | _________ |
| c. An organization to advance the priority of education as a national responsibility | _____ | _________ |
| d. An organization to advance social activities among teachers, principals and administrators | _____ | _________ |
| e. An organization to influence school policy (goals, class size, etc.) | _____ | _________ |
| f. An organization concerned with teachers' salaries and benefits | _____ | _________ |
| g. An organization which offers opportunities for further educational training | _____ | _________ |

5. Do you belong to any educational groups, associations, or organizations that have regular local, state, or national meetings? Please list those you belong to, if any, and how often you attend meetings.

| Name of Organization | Attendance<br>(1) every meeting (2) often<br>(2) sometimes (4) rarely |
|---|---|
| None _________ | |
| ______________________________ | _____________ |
| ______________________________ | _____________ |
| ______________________________ | _____________ |
| ______________________________ | _____________ |
| ______________________________ | _____________ |

6. Do you attend any educational meetings out of your school system?

Yes _____ No _____

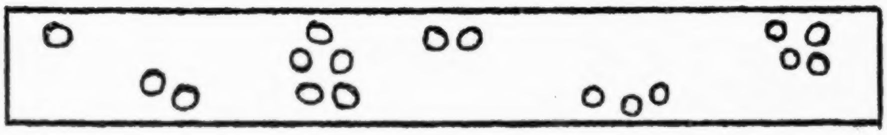
7. The following statements describe the feelings of some teachers. For each statement, please check the column which best describes the extent to which you feel this way ... whether you almost always, often, sometimes or very seldom feel this way.

| | almost always | often | some-times | very seldom |
|---|---|---|---|---|
| 1. I do things at school that I wouldn't do if it were up to me. | | | | |
| 2. I find my job very exciting and rewarding. | | | | |
| 3. In the long run, it is better to be minimally involved in school affairs. | | | | |
| 4. I feel close to other teachers in this school. | | | | |
| 5. I have a lot of influence with my colleagues on educational matters. | | | | |
| 6. Some school regulations have to be disregarded. | | | | |
| 7. What the principal thinks is very important to me. | | | | |
| 8. I really don't feel satisfied with a lot of things that go on in this school. | | | | |
| 9. The position of teachers is getting better not worse. | | | | |
| 10. Though teachers work near one another, I feel as if I am on an island by my self. | | | | |
| 11. Some things I do here don't make much sense to me. | | | | |
| 12. At this school, it is not important how much you know; it is whom you know that counts. | | | | |
| 13. I feel involved in a lot of activities that go on in this school. | | | | |
| 14. No longer can a teacher build his hopes on solid grounds, and the future is dreadfully uncertain. | | | | |
| 15. What my colleagues think is very important to me. | | | | |
| 16. I feel some basic things need to be changed for this school to improve. | | | | |

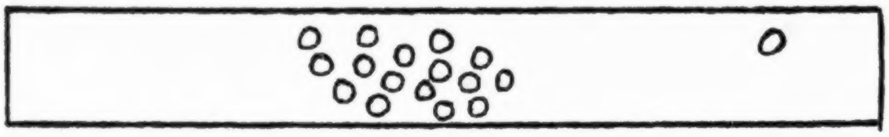
| | almost always | often | some-times | very seldom |
|---|---|---|---|---|
| 17. As far as I know, I am well liked by my colleagues. | | | | |
| 18. This community shows real concern with education. | | | | |
| 19. I am just a cog in the machinery of this school. | | | | |
| 20. A strong local teachers' organization could improve things in this school. | | | | |
| 21. I tell other teachers what I am doing in my own classroom. | | | | |
| 22. Social workers or psychological counselors are an important addition to the teaching staff of this school. | | | | |

8. If you were to look at this staff of teachers as a group, which one of these drawings would most nearly look like this staff?

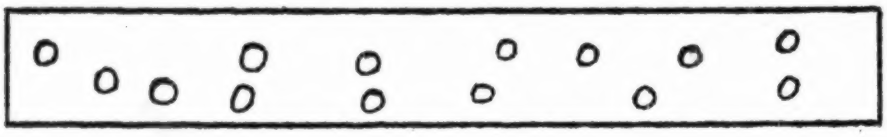
a. ____



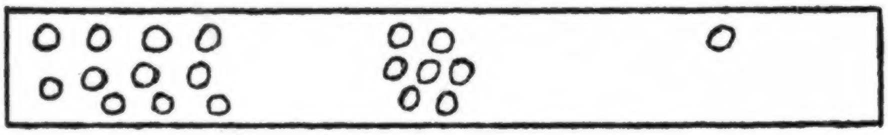
b. ____



c. ____



d. ____



e. ____ Other - please draw

9. Now go back over the drawing you selected in 8, and place an "X" within the circle that best represents your position in the drawing of this staff.

10. In general how much influence do you think the following groups or persons have in determining educational matters (e.g., curriculum, policy, etc.) in this school. Place a check in the box that best describes the influence ability of each of a--f.

| | no infl. | a little infl. | some infl. | a great deal of infl. |
|---|---|---|---|---|
| a. The local school board | | | | |
| b. Your superintendent | | | | |
| c. Your principal | | | | |
| d. A small group of teachers | | | | |
| e. Your teaching colleagues in general | | | | |
| f. You, personally | | | | |

11. In your opinion, how much influence should each of these groups or persons have in determining educational matters (e.g., curriculum, policy, etc.) in this school. Place a check in the box that best describes your feelings about the desirable influence of each of a--f.

| | no infl. | a little infl. | some infl. | a great deal of infl. |
|---|---|---|---|---|
| a. The local school board | | | | |
| b. Your superintendent | | | | |
| c. Your principal | | | | |
| d. A small group of teachers | | | | |
| e. Your teaching colleagues in general | | | | |
| f. You, personally | | | | |

12. The following statements describe typical behaviors that may occur within any school. Please indicate to what extent each of these descriptions characterize the climate of your school ... whether they almost always, often, sometimes or very seldom occur.

| | almost always | often | some-times | very seldom |
|---|---|---|---|---|
| 1. Routine administrative duties interfere with teaching. | | | | |
| 2. The curriculum makes it difficult for teachers to spend time on activities that interest them most. | | | | |
| 3. Teachers can achieve their educational goals only if they "fit in" as persons. | | | | |
| 4. Teachers have ideas about the school which they don't express in public. | | | | |
| 5. Teachers are expected to adjust to the school system rather than change it. | | | | |
| 6. Teachers who don't "fit in" are rejected. | | | | |
| 7. Teachers visit each other socially at home. | | | | |
| 8. Our teaching staff has a high esprit de corps. | | | | |
| 9. Teachers talk about their personal life with other faculty members. | | | | |
| 10. Teachers work on classroom problems with one another. | | | | |
| 11. The curriculum encourages teachers to use the simplest teaching methods. | | | | |
| 12. The principal is satisfied with the way teachers perform here. | | | | |
| 13. The principal encourages and supports new ways of teaching. | | | | |
| 14. Staff meetings are used for administrative matters. | | | | |
| 15. The principal encourages continued professional training. | | | | |
| 16. Teachers are very critical of one another. | | | | |
| 17. The principal does most of the talking in staff meetings. | | | | |

| | almost always | often | sometimes | very seldom |
|---|---|---|---|---|
| 18. The principal demonstrates a warm personal interest in the staff members. | | | | |
| 19. The principal seeks suggestions from teachers. | | | | |
| 20. The principal checks closely on teachers' classroom performance. | | | | |
| 21. Teachers call the principal by his first name. | | | | |
| 22. The principal allows teachers to violate minor rules. | | | | |
| 23. Teachers feel that it is alright to ask the principal for help. | | | | |
| 24. The principal has ample time for conversation with teachers. | | | | |
| 25. The principal consults with teachers before making major decisions at school. | | | | |
| 26. Parents show interest in what the teachers do. | | | | |
| 27. Relationships between the principal and teachers are formal. | | | | |
| 28. The principal helps teachers deal with their classroom problems. | | | | |
| 29. The principal brings educational literature, conferences, etc., to the attention of teachers. | | | | |
| 30. As school systems become more and more complex teachers become less capable of independent thinking. | | | | |
| 31. There is a small clique of teachers that run the school. | | | | |
| 32. Teachers enjoy working here. | | | | |
| 33. The principal calls teachers by their first names. | | | | |
| 34. There are pressures on teachers not to deal with controversial matters. | | | | |
| 35. The school is subject to a lot of community pressures. | | | | |
| 36. The community wants teachers to do things they don't want to do. | | | | |

13. The purpose of this question is to understand your classroom teaching style by having you describe it on a series of rating scales. It is important that your ratings accurately reflect your own feelings and impressions.

How to use these scales: If you feel your classroom is closely related to one or the other end of the scale you should place a checkmark as follows:

happy :✓:___:___:___:___:___:___:___: sad

or

happy :___:___:___:___:___:___:___:✓: sad

If you feel your classroom is less closely related to one or the other end, you should place your checkmark on one of the lines closer to the middle.

Do not spend too much time deliberating on any one of the scales, but give your first impression and work rapidly. If you teach more than one class, consider the most characteristic one of those you teach this year in rating these scales. Please use only one checkmark for each rating scale.

The words at each end of some of the scales may seem equally relevant to you. In this case please choose the end of the scale that has the highest priority for you.

A. Place a checkmark on the space that you believe best describes your classroom as it actually is.

MY CLASSROOM AS IT ACTUALLY IS

friendly :___:___:___:___:___:___:___:___: business-like

individual activities :___:___:___:___:___:___:___:___: group activities

planned :___:___:___:___:___:___:___:___: spontaneous

active :___:___:___:___:___:___:___:___: passive

relaxed :___:___:___:___:___:___:___:___: attentive

formal :___:___:___:___:___:___:___:___: informal

feelings controlled :___:___:___:___:___:___:___:___: feelings expressed

pupil planned :___:___:___:___:___:___:___:___: teacher planned

lecture :___:___:___:___:___:___:___:___: discussion

cooperative :___:___:___:___:___:___:___:___: competitive

B. Now please place a checkmark on the line that best describes your classroom as you would like it to be.

### MY CLASSROOM AS I WOULD LIKE IT TO BE

friendly :___:___:___:___:___:___:___:___: business-like

individual activities :___:___:___:___:___:___:___:___: group activities

planned :___:___:___:___:___:___:___:___: spontaneous

active :___:___:___:___:___:___:___:___: passive

relaxed :___:___:___:___:___:___:___:___: attentive

formal :___:___:___:___:___:___:___:___: informal

feelings controlled :___:___:___:___:___:___:___:___: feelings expressed

pupil planned :___:___:___:___:___:___:___:___: teacher planned

lecture :___:___:___:___:___:___:___:___: discussion

cooperative :___:___:___:___:___:___:___:___: competitive

C. This part is concerned with your interpersonal relationships with your teaching colleagues. The descriptive words or pharses at each end of the rating scales are not necessarily opposites. Please place a checkmark on one of the lines near the end of the scale that best describes how you would like your relationships to be with your colleagues.

### MY RELATIONSHIPS WITH MY COLLEAGUES IN THIS SCHOOL AS I WOULD LIKE IT TO BE

influential :___:___:___:___:___:___:___:___: likeable

be a leader :___:___:___:___:___:___:___:___: achieving personal goals

gaining friendship :___:___:___:___:___:___:___:___: be a leader

competent :___:___:___:___:___:___:___:___: influential

likeable :___:___:___:___:___:___:___:___: achieving personal goals

competent :___:___:___:___:___:___:___:___: gaining friendship

14. The following questions concern some important interpersonal relations within this school staff. Your answers are absolutely confidential. Use the roster on the following page to provide the identification numbers requested.

A. Please list the identification number of the three teachers you communicate with most about teaching.

| | Identification Number |
|---|---|
| Communicate with most | ______ |
| Communicate with next most | ______ |
| Communicate with third most | ______ |

B. Please list the identification number of the three teachers you feel are most influential in developing staff opinion about education matters (e.g., curriculum, school policy, etc.)

| | Identification Number |
|---|---|
| Most influential | ______ |
| Next most influential | ______ |
| Third most influential | ______ |

C. Please list the identification number of the three teachers you feel are the most competent and effective classroom teachers.

| | Identification Number |
|---|---|
| Most effective | ______ |
| Next most effective | ______ |
| Third most effective | ______ |

D. Please list the identification number of the three teachers you like the best.

| | Identification Number |
|---|---|
| Like most | ______ |
| Like next most | ______ |
| Like third most | ______ |

# Staff Roster

**Please use the identification numbers on this roster for nominating members in the preceding question (number 14).**

# Appendix A

## Teacher Instruments

Institute for Social Research, University of Michigan
Michigan Department of Classroom Teachers
Belleville, Brighton, Chelsea and Romulus School Districts

## Part II

The purpose of this questionnaire is to gather information about significant classroom practices that relate to the improvement of learning, to understand teachers' feelings and opinions, and to gain a better understanding of relationships in the schools.

To achieve this purpose, we are requesting your help in responding to the following questions. It is very necessary that you answer all of them as honestly and completely as possible.

The first question, which deals with significant classroom practices you may be trying, may be publicized with your permission. The remainder of the questionnaire, including all the information about your feelings and the feelings of others, will be absolutely confidential. Only the University of Michigan research staff will see this material.

Please seal this questionnaire in the attached envelope and return it to the liason teacher in your school. Please do this prior to May ____.

Thank you for your help.

Name ______________________________ School _________________________

1. We are interested in significant classroom practices for improving pupil learning or motivation to learn. Are you trying any procedures or techniques to accomplish this in your classroom? Yes ____ No ____

If No skip to question 7

A. If yes: How many are you trying? a lot____ some____ a few____

How much time and energy do you spend in these activities?

a lot____ some____ a little____

B. Please describe the most significant one of these practices. What specifically did you do?

What kind of problem regarding pupil learning were you trying to solve?

Does it require any special training, preparation or equipment?

Were there any special difficulties or operating problems? If so, what?

What were the pupils' reactions? What pupil behaviors changed?

2. Are you likely to use this practice you just described again?

Yes ____ No ____

3. The classroom practice you just described can be "original with you" (i.e., you invented it) to "got it from somewhere else." Please check on the line below the position that best describes your practice.

| | | | |
|---|---|---|---|
| original with me (to the best of my knowledge) | got it somewhere else and made major changes | got it somewhere else and made minor changes | got it somewhere else without making any changes |

4. If not totally original, where did you get it (check as many as apply)?

Teacher in this school ____ Teacher in another school ____

My principal ____ Outside consultants or university ____

Text or journal ____ Other ______________________ (Please specify)

5. How did you hear about it (check as many as apply)?

Conversation ____ Conference ____

Observation ____ Written report ____

Demonstration ____ Other ______________________ (Please specify)

6. As far as you know, to what extent is the practice you described being used by other teachers?

a great deal ____ to some extent ____ a little ____ not at all ____

How often in the past year have you told other teachers about this particular classroom practice?

never ____ once or twice ____ a few times ____ often ____

7. To what extent do you know what significant practices other teachers are using to improve pupil learning in their classroom?

know a lot ____ my knowledge is limited ____ have some knowledge ____

don't know what others are doing ____

8. We are interested in significant classroom practices for improving pupil learning or motivation to learn. On this roster of staff members of this school please indicate any significant classroom practices you know teachers are using or have used. Please write a brief description of the practice next to each teachers' name if you can.

9. Would you say that a young person who is now in grade school or high school, is getting as good an education as young people did thirty (30) years ago, a better one, a worse one, or what?

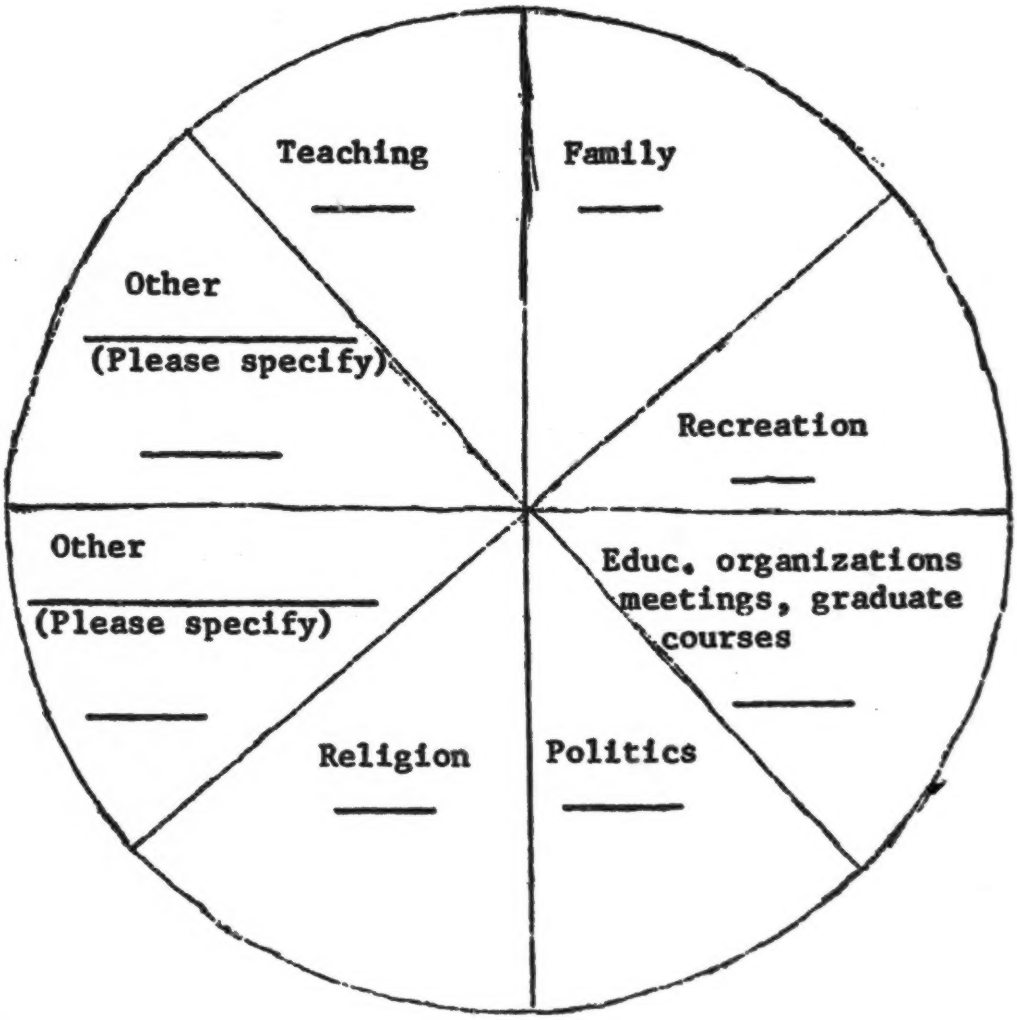
A. In what ways are things better now?

B. In what ways were things better then?

10. One way of viewing the objectives of a school system is to look at the things the schools in it emphasize the most. Each of the four hypothetical schools listed below emphasizes a different aspect of education. In column A please place a 1 next to the one that is most like your school, and a 4 next to the one that is least like your school. In column B please place a 1 next to the school which would, in your opinion, be the most desirable or "ideal," and a 4 next to the school which would be the least desirable.

| | A | B |
|---|---|---|
| | Most Like my School | Most Desirable or Ideal |
| School #1 feels that the most important task of the schools is primarily intellectual; that is, to provide children with information about many things, teach them reading, writing and arithmetic, give them the ability to figure things out for themselves, and a desire to learn more. | ______ | ______ |
| School #2 is primarily interested in social things; that is teaching children how to get along with others, to know about people in other countries, and to be good citizens who are loyal to America. | ______ | ______ |
| School #3 is concerned with the personal development of students; that is, seeing that they possess a sense of right and wrong, develop into mature and stable persons who are in good physical condition, and learn to enjoy things like music and hobbies. | ______ | ______ |
| School #4 is most concerned about the more practical things; that is, helping students choose the right occupation or college, giving them specialized job training, and preparing them for marriage and family living. | ______ | ______ |

11. Teachers are usually involved in many different activities. Please indicate below the amount of time you devote to various interests and responsibilities. Within each "slice" of the pie put the approximate number of hours that you spend on each of these responsibilities in the average week.


Teaching ____
Family ____
Other ____ (Please specify) ____
Recreation ____
Other ____ (Please specify) ____
Educ. organizations meetings, graduate courses ____
Religion ____
Politics ____

A. If you could change the way you now spend your time, what would be the most important change you would like to make?

B. Do you find any of the above activities conflicting with each other?

Yes ____ No ____

If Yes, which ones?

12. The following statements describe the feelings of some people. Please check the column which indicates whether you strongly agree, agree, disagree, or strongly disagree with each of these statements:

| | strongly agree | agree | dis-agree | strongly disagree |
|---|---|---|---|---|
| 1. I have a working plan and schedule which I follow carefully. | | | | |
| 2. In the history of mankind there have probably been just a few really great thinkers. | | | | |
| 3. With everything in such a state of disorder, it is hard for a person to know where he stands from one day to the next. | | | | |
| 4. Though people might not admit it, they are out for all they can get. | | | | |
| 5. Most people just don't give a "damn" for others and are ready to use any means to get to their goals. | | | | |
| 6. People should do what is morally right regardless of the consequences. | | | | |
| 7. My blood boils whenever a person stubbornly refuses to admit he's wrong. | | | | |
| 8. Once I get wound up in a heated discussion I just can't stop. | | | | |
| 9. It's only wishful thinking to believe that a person can really influence what's happening in society at large. | | | | |
| 10. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted. | | | | |
| 11. I often wonder what the meaning of life really is. | | | | |
| 12. I usually maintain my own opinions even though many other people may have a different point of view. | | | | |
| 13. Learning democratic values is as important to me as learning subject matter. | | | | |

| | strongly agree | agree | disagree | strongly disagree |
|---|---|---|---|---|
| 14. I personally feel a need to believe in some sort of religious faith or philosophy. | | | | |
| 15. I often become so wrapped up in something I am doing that I find it difficult to turn my attention to other matters. | | | | |
| 16. Sometimes, I feel all alone in the world. | | | | |
| 17. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own. | | | | |
| 18. I don't enjoy having to adapt myself to new and unusual situations. | | | | |
| 19. The principles I have come to believe in are quite different from those believed in by most people. | | | | |
| 20. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" person. | | | | |
| 21. An ethical or moral principle which may be right in one situation may be wrong or inappropriate in another situation. | | | | |
| 22. The trouble with the world today is that most people really don't believe in anything. | | | | |
| 23. We should spend less time trying to find new ways to handle delinquency and emphasize time tested techniques which seem to be forgotten. | | | | |
| 24. Science is a good thing even if it challenges fundamental things. | | | | |
| 25. The ways of the past are hardly ever adequate to handle present day problems. | | | | |
| 26. The teachers' union is likely to do more for the improvement of education than is the National Education Association. | | | | |
| 27. Most teachers are capable of running this school by themselves if they have to. | | | | |

13. Finally, we would like some background information about yourself.

A. Sex: Male ____ Female ____ Age ____

Race: Caucasian ____ Negro ____ Mongoloid ____

Marital status: Single ____ Widowed ____

Married ___ Divorced ___

How many children do you have? ______

How old are they? ______________________________

B. Where do you live (name of town)? _________________________

How long have you lived there? ____________________________

How long does it take you to get to school each morning? ________

How do you travel to school? ______________________________

With whom do you go to school? ____________________________

C. Where were you born (name of town)? _______________________

Have you ever lived on a farm? ____________________________

If yes, between what ages? _______________________________

Where did you spend most of your life: rural___ town___ city___

Where did you go to school (name of town(s)) ___________________

_____________________________________________________________

What college or colleges did you go to? ______________________

_____________________________________________________________

How many years of college have you completed? ________________

Highest degree held _________________________

Number of credit hours beyond degree ________ Specialty ________

Are you teaching in the specialty for which you were trained? ____

If no, please explain ________________________________________

_____________________________________________________________

D. If married, or ever married, what is (was) your spouse's occupation?

____________________________________________

What was your father's occupation? ____________________________

What was your mother's occupation? ____________________________

Do you have any other job for pay now? ____ If so, what? ________

____________________________________________

What would you like to be doing in ten years? ____________________

____________________________________________

E. What is your religious preference? (specify) ____________________

If Protestant, would you regard yourself as a:

____ Fundamentalist ____ Neo-Orthodox

____ Conservative ____ Liberal

____ These catagories are not clear to me.

About how often do you attend religious services?

once a week ____ once a month ____ never ____

more than once a week ____ a few times a year ____

F. Do you usually think of yourself as a

Republican ____ Independent Republican ____ Other __________

Democrat ____ Independent Democrat ____

G. What grade or subject do you teach? ____________________

How long have you taught this grade or subject? ____________________

How long have you taught in this school? ____________________

How many years of teaching experience have you had? ____________

Do you have tenure? Yes ____ No ____

Are you teaching in more than one school? ____________

If yes, please explain ____________________________

____________________________________________

Will you be in this school in the fall? ____________

If no, why? ________________________________________

____________________________________________________

H. Do you have school duties in addition to or other than classroom teaching?

Yes _____ No _____

If yes, please explain ______________________________________

____________________________________________________________

Do you serve on any school or school system committees? ________

Which ones? ________________________________________________

____________________________________________________________

# APPENDIX B

## Catalogue of Promising Practices for the Improvement of Pupil Mental Health and Learning

Routing Form
1.____________
2.____________
3.____________

# Catalogue of Promising Practices for the Improvement of Pupil Mental Health and Learning

A Cooperative Project of:
The Michigan Department of Classroom Teachers
and
The Institute for Social Research
The University of Michigan

## Introduction

You are by now undoubtedly aware of the collaborative project between MDCT and ISR. Both organizations are cooperating to demonstrate ways of sharing creative teaching practices. We are all convinced that the most creative inventions in education come from teachers themselves, what we need to do now is encourage teachers to (1) share and pass on their ideas to others, and (2) accept and try out ideas of others.

In December, all teachers from the Brighton, Chelsea, Romulus and Van Buren Schools completed a survey of creative teaching practices and the factors that facilitate the sharing of these new ideas. In this survey some 200 new, exciting or interesting teaching practices were described. In order to decide which practices should be in the first group to be shared with all teachers, an Area Team was formed from each school district. The Team was composed of three teachers and two administrators from the district. The first task of this team was to select thos teaching practices which seemed to have the most immediate potential for publication and use. In this loose-leaf booklet we have arranged the 30 "promising practices" selected by the Area Teams.

The purpose of this booklet is to make a variety of creative ideas and practices available to a large number of potentially interested teachers. It is our belief that the publication of these "promising practices" will encourage more teachers to develop and share their classroom inventions. To stimulate this process we are giving these initial 30 practices wide publicity among school staffs requesting all teachers in the four participating school systems to:

1. Read through the practices described herein.

2. Decide which, if any, seem relevant to your own classroom situation.
3. Decide whether you would like to try out some of these ideas in your classroom and, if so:
    - a. Decide whether you want more information from the teacher who contributed this practice. If you do, tell us when you'd like this information and in what form.
4. Record your decisions on the enclosed postcard and mail the card back to us.

When we receive this information we will send you, if requested, sufficient additional material to enable you to try out a practice in your classroom.

## Participating School Districts

### Brighton Area Team

Mr. Leo Fitzgerald, Assistant Superintendent
Mr. Larry Smith, Elementary Principal
Mrs. Evelyn Musch, Elementary Teacher
Mr. Edward Smith, Junior High Teacher

### Chelsea Area Team

Mr. Charles Cameron, Superintendent
Mr. Alan Conklin, Junior High Principal
Mr. James Hoffmeyer, Junior High Teacher
Mrs. Lucille Kelly, Elementary Teacher

### Romulus Area Team

Mr. Robert McConeghy, Superintendent
Mrs. Lorene Burton, Elementary Principal
Mr. Robert Jenkins, High School Teacher
Mrs. Ruth McIntosh, Elementary Teacher
Mrs. Fern Barlow, Elementary Teacher

### Van Buren Area Team

Mr. Harold Wetherell, Superintendent
Mr. Robert Gray, Elementary Supervisor
Mrs. Helen Noss, Junior High Teacher
Mrs. Wanda Shirley, Elementary Teacher
Mrs. Barbara Moynihan, Elementary Teacher

## Michigan Department of Classroom Teachers - Participating Staff

Mr. Richard Wirth, President
Mrs. Florence Mason, President-Elect
Mr. David Stipe, Chairman, Project Steering Committee
Mrs. Elizabeth Donnelly, Area 2
Mrs. Helen Sias, Area 2
Mrs. Theora Cass, Area 2
Mrs. Dorothy Kazmaier, Area 3
Mr. Ralph Conine, Area 8

## Institute for Social Research Staff

Mr. Ronald Lippitt
Mr. Robert Fox
Mr. Richard Schmuck
Mr. Mark Chesler
Mr. Donald Dennerll

# Diagnosing Pupil Attitudes and Feelings

Classroom Goal: The teacher wanted to develop a classroom procedure that would (1) enhance pupil motivation for learning, and (2) involve pupils in the planning of curriculum content and sequence.

Methods and Resources Used: The teacher decided to attempt to learn more about his pupils as individuals and as class members. He wanted information about various aspects of the pupils' environment. The teacher used a variety of techniques to gain this information, such as scattergrams, individual conferences, neighborhood and home contacts. Secondly, the teacher used this information in order to organize appropriate units, for the placement of pupils in sub-groups, and for the assignment of various classroom and out-of-school tasks. Finally, a follow-up contact was made with each pupil in order to assess the suitability of his placement.

Evaluation: He found that this procedure increased pupils' motivation for learning.

Contributing Teacher: Thomas Morrison
Chelsea High School
Chelsea, Michigan

## Individualizing Learning Goals According to Pupil Ability

Classroom Goal: In a school where prerequisites are not stressed in chemistry and physics, these classes are filled with pupils of varying interests and abilities. The stimulation and maintenance of enthusiasm become difficult under these conditions.

Methods and Resources Used: Each student elected, or was assigned, tasks in line with his own abilities and interests. Classroom experiments were treated in the same manner. All of these assignments were looked upon as contracts between teacher and pupil.

Evaluation: The better students resented the heavier assignments until they understood the reason for the alternate assignments. In a short period of time, they realized that each student was expected to achieve at a level that is realistic for his present stage of development and ability. The poorer students were also able to work better with less pressure.

Contributing Teacher: Gene Schutz
Brighton High School
Brighton, Michigan

## Working with Heterogeneous Achievement Groupings

Classroom Goal: The teacher was interested in effectively utilizing the wide range of individual differences in achievement levels in secondary mathematics.

Methods and Resources Used: The teacher decided to encourage pupils to do more independent work in mathematics. Teacher and pupil establish an informal contract as to each pupil's interest, skill and work required. The children would choose, with the teacher's advice, the type of skill or skill practice they wanted to do. They work on this topic for about a week, or until they complete it, then they select a new problem. In this way the pupil has a program laid out for his needs and abilities, and he can work at his own pace. In some cases, several children work together on a common topic.

Evaluation: The students like this approach. Every once in a while, however, the teacher needs to shift the pace and go back to the old method. This method is very demanding of the teacher, since texts are not written for independent work. The teacher must prepare exercise sheets at different levels, workbooks, and other resource materials herself.

Contributing Teacher: Barbara Herschelman
Belleville Junior High School
Belleville, Michigan

## Pupil Participation in Classroom Planning

Classroom Goal: Having a combination room (2nd and 3rd grade), the teacher wished to place special emphasis on developing pupil responsibility for completing achievement tasks. She wanted to help pupils develop skills in planning and completing classroom tasks with decreasing dependence on teacher supervision.

Methods and Resources Used: The teacher appointed a chairman for an art project and a chairman for a play production. Each chairman selected committee workers with everyone having a task to do in line with his ability. The committees outlined procedures, picked characters, and assembled materials. Everyone participated in either the play or art project.

Evaluation: The pupils enjoyed their projects, worked well together, and even brought pressure to bear on the few non-conformists. This practice can become hectic if not controlled well, but it does raise the interest level and involvement of students.

Contributing Teacher: Doris Smith
Miller Elementary
Brighton, Michigan

## Pupil Participation in Curriculum Planning

Classroom Goal: The teacher was interested in developing procedures that would enable the classroom group to work together cooperatively and effectively. He was also interested in helping shy students relate more effectively to the entire group and make useful contributions.

Methods and Resources Used: The teacher decided to plan at least one history unit a year on which students can work together. Small groups which shared a special interest were formed. The groups worked separately until each group presented their report orally to the entire class. The teacher served as a consultant, helping to guide pupils and assist each group when resource materials were needed.

Evaluation: The achievements that the students made were gratifying. Generally this was the students' first presentation before a group. Their reactions indicated that they felt the experience was worthwhile. In many cases, shy students were better able to work with others and to make oral presentations.

Contributing Teacher: Sol H. Light
Belleville High School
Belleville, Michigan

# Involving Pupils in the Learning and Teaching of Home Management Skills

Classroom Goal: The teacher wanted to present home economics concepts that would help her female pupils develop worthwhile and satisfying values, improve their skills in meeting their future life goals, and improve their standard of living. Specifically, she wanted to help them develop skills in the planning of time and the management of money.

Methods and Resources Used: The teacher decided to organize classwork around units such as money management, wardrobe planning, personal grooming, food budgets, meal planning, etc. In this way, the source material might be applied directly to their everyday lives. In addition, some pupils were used as "teachers" or helpers of other pupils. First, a small group of girls, or even one girl, would be taught a particular skill, for example a sewing technique. Then, these pupils would teach others.

Evaluation: The teacher found that this practice gives the "helper" a feeling of accomplishment and self worth. The practice is still in process of being developed, and it is too early for more complete evaluation.

Contributing Teacher: Rae L. Thornton
Romulus High School
Romulus, Michigan

## Learning Retailing Concepts Through Experience in Application

Classroom Goal: The teacher was interested in developing a procedure which would increase the pupils' involvement and interest in reading about retailing. The teacher wanted to utilize pupils' interest in doing as opposed to just reading about the subject matter content. In addition to increasing involvement and interest, this procedure engages the pupils in applying their new knowledge.

Methods and Resources Used: In a retailing class, each pupil chose a product for study. The pupil had the responsibility to develop a sales campaign for this product, and to present his campaign to the class. Each pupil followed his product through the stages of the sales campaign by applying the principles learned through the textbook and classroom discussion. They gave reports on the product background, sales demonstration, advertising media, and prepared advertising layout for the product.

Evaluation: The teacher felt that the pupils liked this procedure better than learning the principles without opportunities for application. Their performance seemed better also. They were now more interested in retailing because it had meaning for them.

Contributing Teacher: Asceneth Backus
Romulus High School
Romulus, Michigan

## Preparing Pupils for Job Situations

Classroom Goal: The teacher wanted pupils to understand the requirements of certain office occupations, and to ease the adjustment period between school training and the job.

Methods and Resources Used: The teacher described a variety of office positions to the pupils and then asked each pupil to role play one of these jobs. The teacher made the clerical jobs realistic by assigning actual letters, exams, and memos to be typed or reproduced. At periodic times both teacher and class made evaluations of their progress.

Evaluation: At first the pupils were hesitant and cautious. After continued practice, the pupils began to adjust to the role-playing situation and to the occupational role. At the end of the unit the students were eager for more practice and for more work.

Contributing Teacher: Robert Jenkins
Romulus High School
Romulus, Michigan

## Planning, Preparing and Distributing Student Newspaper

Classroom Goal: The teacher wanted to develop a group atmosphere in which: (1) each pupil felt he could play a worthwhile and acceptable role in the classroom and, (2) each pupil's efforts to contribute their skills, talents or resources would be encouraged and supported.

Methods and Resources Used: The teacher decided to help the pupils organize a classroom newspaper. The class, with the teacher as consultant, planned the newspaper. They decided upon articles, wrote it, typed it, and reproduced copies for each family.

Evaluation: The pupils seemed very pleased to take part. It seemed to help the class become aware of each pupil's resources that were previously unknown such as artistic ability, sense of humor, etc.

Contributing Teacher: Grace Breningstall
Harrison Elementary
Romulus, Michigan

## Making Foreign Languages Interesting

Classroom Goal: The teacher wanted to involve the students in the study of foreign language. She wanted the languages to "come alive" to the students.

Methods and Resources Used: The teacher used a variety of word games and short dialogues between pupils. In so far as it was possible, these dialogues centered about real life situations and experiences with which pupils might be familiar. For example, one game was bingo, played with numbers and letters in the foreign language. Other planned dialogues included making purchases, bargaining in the market place, and selecting dinner from a menu in a restaurant.

Evaluation: The teacher felt that this approach had favorable effects in stimulating the pupils to learn and practice the foreign language.

Contributing Teacher: Marie Reum
Belleville High School
Belleville, Michigan

# Improving Oral Expression

Classroom Goal: The teacher was interested in helping pupils improve the effectiveness of oral presentations by developing skills in using appro priate grammar, proper voice control, and adapting their style of delivery to the purpose of the presentation.

Methods and Resources Used: Oral book reports were taped, and play-backs were offered. Group discussions which evaluated good and poor presentations followed. Pupils were well prepared in advance and could pick the date on which they wished to deliver their reports.

Evaluation: The general reaction was good. Students expressed surprise at the playbacks of their own talks. A number of them focused on improving grammatical mistakes they had made.

Contributing Teacher: Harry Willnus
Romulus High School
Romulus, Michigan

# Improving Slow Readers

Classroom Goal: To improve the reading level of slow students by utilizing peer helpers.

Methods and Resources Used: Two well adjusted capable pupils work with the experemely slow students during the reading period. One helps with reading and the other with spelling. These helpers do this after they have completed their own work, so they lose no instruction time themselves.

The helpers are trained to freely praise their "students" progress, to help pupils accept their mistakes as a necessary step in learning, and to repeat a word or concept as often as it may be necessary.

Evaluation: The reading level has improved considerably. The slow pupils are encouraged to attempt new materials, knowing that competent help is readily available. The helping pupils show greater insight and teaching skill as they practice.

Contributing Teacher: Karen McCotter
Harrison School
Romulus, Michigan

## Making A Game Out of Identifying Cities

Classroom Goal: The teacher was looking for ways to motivate pupils toward learning facts about cities.

Methods and Resources Used: In preparation for a social studies class, each pupil learns all he can about a certain city. In class he describes the city, beginning with the least significant facts and proceeding to the most significant ones. Classmates try to guess the name of the city he is describing, and point to it on the map when they are successful. This "game" may be called "Who am I?" "Where am I?" or "What am I?"

Evaluation: The pupils enjoy the game a great deal. It breaks up the regular routine and maintains their interest in the subject.

Contributing Teacher: Georgia FitzPatrick
Miller Elementary
Brighton, Michigan

## Improving Theme Writing

Classroom Goal: The teacher wanted pupils to take greater pride in their work. In order for them to strive for improvement, she felt they needed to discuss the standards for good grades.

Methods and Resources Used: The teacher provides an example of a well written paper by writing a theme herself. She points out the important aspects of such a theme. Then all the pupils follow a standard outline in their own writing. After each pupil writes a paragraph he reads it aloud, and the teacher leads a class discussion on its weaknesses and strong points. Where improvement is evident, the teacher gives public praise. After the first paragraphs have been read, the entire class proceeds in the same way to the second paragraph and the rest of the theme. When the themes are completely written, the teacher corrects them and the pupils copy their themes over before they are graded. Oustanding work is published in the newspaper.

Evaluation: The teacher reports that pupils often make "amazing progress." Most of them are achieving success and now enjoy English. Some are working beyond their previous capacities.

Contributing Teacher: Marge Kerrigan
Denton Elementary
Belleville, Michigan

# Using Story Writing to Develop Creativity

Classroom Goal: The teacher was interested in (1) stimulating pupils to develop skills in creative thinking processes, (2) help students develop skills in communicating their ideas effectively and (3) provide an opportunity for pupils to express their inner feelings and concerns.

Methods and Resources Used: A collection of pictures that have story potential in them are discussed in class. Each pupil then chooses a picture that suggests a good story. He then writes the story, employing appropriate rules of grammar and proper story form.

Evaluation: The results were that students exhibited more skill in motivation and story-writing than occurs when topics were chosen from a list of titles in a textbook.

Contributing Teacher: Margaret Sheldon
Miller Elementary
Brighton, Michigan

## Playwriting and Production to Increase Reading Interests

Classroom Goal: The teacher was trying to create a wider interest range in reading and at the same time encourage pupils to work together in groups.

Methods and Resources Used: The teacher used non-directive methods to encourage pupil initiative. A story from the regular reading class which was adaptable to play form was used. Play suggestions were taken from the reading book, People and Progress. The pupils rewrote a story into play form, tried out for the parts, and made scenery, props and costumes. After they went through these stages, they presented the play to another class.

Evaluation: The pupils were very receptive to the project. Everyone participated in one way or another, and many poor readers were able to achieve success for the first time.

Contributing Teacher: Ruth E. Trachtenberg
Hawkins Elementary
Brighton, Michigan

## Teaching Interpersonal and Intergroup Understanding

Classroom Goal: The teacher was interested in increasing pupil mental health by providing opportunities for pupils to: (1) observe other pupil's behavior in unique circumstances, (2) appreciate the circumstances which lead to misunderstandings among people, and (3) promote insight into their own interpersonal behavior.

Methods and Resources Used: The teacher decided to use role playing as a classroom technique to promote a real understanding of how people think and feel under varying situations or circumstances. One example was role playing a situation centered on an inter-racial problem. By varying the historical perspective of the situation, the teacher could highlight the growing differences between North and South from the Civil War period up to the present time. Classroom discussion after role playing examined the circumstances that seemed to produce the changes in the behavior of various groups of people.

Evaluation: The pupils'reactions were favorable. In some cases, the pupils seemed to develop a more objective viewpoint in their attempts to understand bigotry and prejudice. Pupils were also more involved in learning the history of the Civil War period.

Contributing Teacher: Albert Ives
Belleville High School
Belleville, Michigan

## Teaching Interpersonal and Intergroup Understanding

Classroom Goal: The teacher was interested in fostering the development of the social and emotional maturity of her pupils. Observation of classroom behavior indicated that these pupils were below average in this phase of development. She hoped to increase their skills in learning to relate with, understand and accept other pupils.

Methods and Resources Used: The teacher decided to plan classroom discussions around one topic, such as accepting and using criticism offered by others. Topics were chosen in which the children could readily see themselves. These topics were selected from the real experiences of the pupils. First a small story was read illustrating the topic for discussion. Classroom discussion of this problem situation centered on: (1) diagnosis of the situation, (2) circumstances that led to interpersonal difficulty, e.g., misunderstanding the other person's intention, (3) listing alternate courses of behavior for the persons involved. Further questions from the pupils were encouraged and discussed by the class. Specific pupils were not identified with any particular problems.

Evaluation: The pupils indicated they enjoyed this procedure greatly. It seemed to provide a pleasant contrast to the normal classroom routine.

Contributing Teacher: Susan Renfrew
Rawsonville Elementary
Belleville, Michigan

## Using Debates to Teach Intergroup Relations

Classroom Goal: The teacher wished to establish ways of helping pupils to solve recurring difficulties in intergroup relations. The teacher wanted to clarify alternative solutions to these difficulties and help pupils examine their feelings and behavior in regard to intergroup relationships.

Methods and Resources Used: An old problem in intergroup relations had been the throwing of snowballs on the playground. Children frequently asked why there was a rule against throwing snowballs. The teacher decided to have her pupils plan a panel discussion on the question, "Why not throw snowballs in the playground." The class was divided into two groups, one pro and other con. Then, they gathered data and planned an argument relative to their position. Each of the groups selected three team members to represent their side of the question in a debate. The entire group helped the team plan their specific debate arguments.

Evaluation: The pupils enjoyed the controversy and benefited from assuming the negative approach. They became aware of the many alternative solutions to any group problem. Taking the negative approach resulted in much "positive thinking."

Contributing Teacher: Sharon Vonk
North Elementary
Chelsea, Michigan

## Teaching about the Formation of Feelings of Prejudice

Classroom Goal: The teacher was interested in helping children in an integrated classroom understand the basis, emotional meaning and universality of prejudice. She wanted the children to recognize that all people are prejudiced to a certain extent. Further, she wanted the children to appreciate the personal bases of prejudice and to be able to analyse their feelings from this viewpoint.

Methods and Resources Used: The class had been discussing the behavior of people who feel inferior or superior to others. They had read about prejudice before, but had not discussed it as it related to themselves. The teacher focussed the discussion on feelings of superiority and rivalry. The class found examples of rivalries between homeroom sections, high school athletic teams, colleges and universities in Michigan, and competition in boy-girl relationships. The feeling that one group or person was naturally better than another, from the point of view of the person in that group, was found to be an example of prejudice. The class felt that one important dimension of, and possibly the basis of, prejudice was pride in self and/or group.

A discussion of racial prejudice followed. Current television programs on this topic were used as a resource. One program, "East Side-West Side", prompted a discussion on the question, "Why do some people dislike Negroes?"

Classroom discussion was the primary teaching method.

Evaluation: The teacher reports that more than half of the students were very interested; for others the classroom discussion may have been too verbal and abstract, or too threatening. Four months later many of the students remembered the discussion and evidenced meaningful learning.

Contributing Teacher: Joan Chesler
Romulus Junior High School
Romulus, Michigan

## Involving Students in Discussing Current Affairs

Classroom Goal: The teacher wanted to involve students in meaningful discussions of contemporary problems of society. She wanted them to study social issues and problems, and suggest solutions.

Methods and Resources Used: The teacher allowed the students to decide what issues were important. The students then did original research into the causes of important social problems, and small groups of students then got together to plan panel discussions. In some cases the students prepared visual materials such as movies or charts, and arranged for speakers. The other members of the class evaluated each pupil's presentation. The teacher attempted to allow the pupils free rein; she helped them locate materials, but they did their preparations and presentations on their own.

Evaluation: The teacher felt very positive about this program. Many students were motivated to participate in other student-oriented discussions on social issues.

Contributing Teacher: Jeanne D. Stock
Chelsea High School
Chelsea, Michigan

# Teaching Citizenship Studies

Classroom Goal: The teacher wanted students to learn about citizenship and responsible citizen behavior through actual practice.

Methods and Resources Used: The teacher allowed pupils to make classroom laws and to enforce them themselves. She set up counties and a representative assembly in the classroom to make rules and democratically elect class leaders. Later, she utilized this experience to initiate discussions of social studies, government and civics.

Evaluation: The teacher felt the students responded to this procedure very enthusiastically. Discussions were good, rules were enforced, and pupils learned some of the mechanisms of citizen responsibility.

Contributing Teacher: Jewel Fingerle
Quirk Road Elementary
Belleville, Michigan

## Teaching Government by Experience

Classroom Goal: The teacher wanted pupils to learn how laws are written and passed in legislative sessions. Further, he wanted students to experience the necessary intricacies and compromises involved in law-making.

Methods and Resources Used: The class protrayed a Congressional session in Washington. Different committees, parties and interest groups were represented. A group of students drafted a bill and worked through the entire legislative process until the bill was passed into law.

Evaluation: The teacher felt that the students were enthusiastic about this process. They worked quite hard and learned a great deal about the machinery of political decision-making.

Contributing Teacher: Kermit Berry
Belleville High School
Belleville, Michigan

## Developing Confidence in Shy Pupils

Classroom Goal: To instill confidence in shy capable children by publicizing the levels of skill and resources in the classroom.

Methods and Resources Used: Shy, capable children are encouraged to be helpers for the slow learners. The class is asked who needs help in reading (or other subjects), and helpers are appointed by the teacher or chosen by the children. Further sharing of experience by the children is encouraged through a "show and tell" time, and a daily newspaper. This way of using a classroom newspaper is described in greater detail in The Experience Unit, by Howard Thayer.

Evaluation: This combination of helping and sharing experiences draws out the shy child, and improves interpersonal relations of the total class as well. The children enjoy choosing helpers, and those chosen enjoy helping. Learning at all levels is enhanced.

Contributing Teacher: Kathryn Clark
Cory School
Romulus, Michigan

## Helping Shy Pupils by Working with Others

Classroom Goal: The teacher was interested in helping those "shy" children that exist in every classroom group. Their behavior suggested that it was painful for them to even utter one word in class. She hoped to find a way to help them become more self-confident, happier, and more productive. She felt this would lead to their becoming better students, since their fear and tenseness prevented them from utilizing their capacities.

Methods and Resources Used: The teacher decided to use other pupils to help these "shy" children become more self-assured. She planned choral reading, short plays (with a variety of small speaking parts) and sings. First the children would practice in small groups. By working in a small group, the "shy" become less fearful of expressing themselves in front of their peers. They were then able to "perform" in front of the total group or another audience. Later simple story telling was also tried.

Evaluation: The assured pupils seemed very happy to have helped. The "shy" children seeemed more relaxed and at ease. At the beginning of this process, pupils were somewhat fearful and tense, but this worked out as they all worked and practiced together.

Contributing Teacher: Edna Lehman
Edgemont Elementary
Belleville, Michigan

# Enhancing Self Acceptance Through Discussion of Incomplete Problem Situations

Classroom Goal: The teacher was interested in demonstrating that all people have various concerns of an interpersonal, or emotional nature. Further, she wanted to show that classroom discussion and helping relations with other pupils may often make it easier for an individual to deal with these problems.

Methods and Resources Used: The teacher used the "Unfinished Story" that appears each month in the N.E.A. Journal. After reading the story, which relates a typical problem of a fictional school child, the class discusses possible solutions to the child's difficulty.

Evaluation: The teacher reports that pupils now seem freer to discuss common problems in class. They also seem to have more respect for each other's feelings.

Contributing Teacher: Velma Kulzer
Edgemont Elementary
Belleville, Michigan

# Disucssing Personal Problems in Class

Classroom Goal: The teacher was interested in helping children to reach more effective solutions to everyday problem situations. She wanted her pupils to evaluate the consequences of their own behavior and to develop and practice alternate solutions to problem situations. She also wanted to demonstrate the universality of certain problem situations--that an individual's problems are not always unique.

Methods and Resources Used: The teacher utilized stories about school situations such as, "the new pupil", "the aggressive child," etc., as reading material for the class. Using these "mental health" stories as content for classroom discussion, the teacher helped the children seek answers to the following questions:

Why do we do certain things?
What are the "causes" of our behavior?
Does our behavior accomplish what we intended?

While reading the story the children are asked to put themselves in the story. Often the children act out the story so that the class can discuss "real" behavior. The children attempt to evaluate their feelings, attitudes and behavior as if they were actually in the situation. Later, the children listed their biggest personal problem and discussed their attempts to solve it.

Evaluation: The children were delighted and surprised to find that other children whom they considered as class leaders had many of the same problems. They learned, for instance, that at one time or another, we all feel shy, self-conscious, unwanted, aggressive, etc. They enjoyed discussing these common problems and hearing other pupils' ideas. These discussions have led to greater expression of their real feelings and more successful ways of coping with problems. Pupils always look forward to the next discussion.

Contributing Teacher: Anne Rosewarne
Denton Elementary
Belleville, Michigan

## Discussing Formation of School Attitudes to Increase Motivation to Learn and Self-Esteem

Classroom Goal: The teacher wanted to develop a procedure to help students become more aware of their own capabilities. He observed that students who perform below their ability soon were frustrated, lacked self-confidence, were low in self-esteem, and seldom took any personal initiative. As a result, the teacher wanted to help pupils make realistic appraisals of their capabilities. The teacher found this to be especially important for male students who have had a history of academic failure.

Methods and Resources Used: The teacher decided to discuss the formation of academic attitudes in relation to self-esteem. He felt that open and honest classroom discussion would provide an atmosphere which would stimulate more realistic self-appraisal. In turn, this might increase their awareness of real potentialities. Several classroom discussions were planned on the effects of home and school on the formation of attitudes. A persons's experiences was seen to be related to his present attitudes toward school, himself and others. A person's attitudes were then related to his present-day performance and behavior. The discussion was made dymamic and interesting by including real life experiences and tracing their effect on class performance. The purpose was to demonstrate to pupils the effects or their attitudes on their performance in school. The discussion demonstrated that a previous history of academic failure does not necessarily mean lack of ability, but may reveal a set of attitudes that lead to ineffective utilization of learning ability.

Evaluation: The pupils reaction to this procedure was felt to be excellent.

Contributing Teacher: James Nivison
Romulus High School
Romulus, Michigan

## Planning Achievement of Difficult Tasks to Enhance Self-Image

Classroom Goal: The teacher sensed that some of his pupils felt that it was impossible for them to learn. This sense of futility resulted in classroom apathy, and these pupils withdrew from everything that was happening. He wanted to enhance their confidence and re-integrate them into classroom activity.

Methods and Resources Used: D'Arkos' Splendor of Learning, was used in addition to some standard methods for teaching spelling.

Difficult and unusual words were introduced during spelling class. When pupils realized they were able to master these hard words, they were led to conclude that some success can be enjoyed by everyone.

Evaluation: Pupils gained confidence in their ability to learn. Each attempted to learn what he could. As a result, pupil interest in the class and pupil-teacher rapport were enhanced.

Contributing Teacher: Bruce Q. Ross
Chelsea High School
Chelsea, Michigan

## Teaching About Groups

Classroom Goal: The teacher was interested in helping the student council understand and utilize the dynamics of group process. If they understood how they worked together, they might improve group cohesiveness, group satisfaction and gain skill in formulating and accomplishing their objectives.

Methods and Resources Used: The teacher decided to initiate individual tutuorials with the student council president. Discussion centered around problems of actual group meetings. Teacher and pupil formulated some hypotheses about actual group dynamics. After a number of these talks, both developed strategies for change in the operation of the student council.

Evaluation: The student council's reaction was very favorable. The president seemed to be able to implement many of the concepts discussed and thus perform his job more effectively. Members of the council also seem more satisfied and effective.

Contributing Teacher: Neil Celley
Chelsea High School
Chelsea, Michigan

# APPENDIX C

## Illustrative Detailed Descriptions of an Innovative Practice Selected for Dissemination

# PROMISING PRACTICES FOR IMPROVING CLASSROOM ATMOSPHERES AND PUPIL MOTIVATION FOR LEARNING

## Practice #18

## "Teaching Interpersonal and Intergroup Understanding"

A Cooperative Project of:
Michigan Department of Classroom Teachers

and

The Institute for Social Research
The University of Michigan

September, 1964

Practice #18

## Teaching Interpersonal and Intergroup Understanding

Contributing Teacher: Susan Renfrew
Rawsonville Elementary
Van Buren School District

### I. General Description:

I was interested in fostering the development of the social and emotional maturity of my sixth grade pupils. Observation of classroom behavior indicated that these pupils were below average in this phase of development. I hoped to increase their skills in learning to relate with, understand and accept other pupils.

Classroom discussions were planned around one topic, such as accepting and using criticism offered by others. Topics were selected from actual life experiences of the pupils. First a small story was read illustrating the topic for discussion. Classroom discussion of this problem situation centered on:

1. diagnosis of the situation
2. circumstances that led to interpersonal difficulty, e.g., misunderstanding the other person's intention.
3. listing alternate courses of behavior for the persons involved.

Panel discussions, movies, and reading from pamphlets were also used to attain the above goals.

The teacher reports that the pupils were delighted with the practice. They all had chances to participate and all seemed to learn. There weren't great, sudden changes, but subtle changes in

I. General Description: continued

their behavior were noted. The discussions were more effective than movies and reading from pamphlets. Movies and pamphlets seemed to put a damper on the children. Particularly effective was the panel discussion.

| PROCEDURE | ANTICIPATING POSSIBLE BARRIERS | SUGGESTIONS FOR OVERCOMING BARRIERS |
|---|---|---|
| II. Preparation: | | |
| I asked the pupils if they would like to have a discussion. They were excited about it and wanted more. | | |
| III. Practice: | | |
| Once every two weeks, one 45 minute period is devoted to discussing problems common to the students. Only one or two topics are discussed in one period. | What if there is no apparent problem for one period's discussion? | Films were used and several times reading from a pamphlet. |
| A problem is suggested, then a solution is given and then the ball is carried by the pupils. | | |
| The discussion and panel discussions were most effective. This left only the students to keep the ball rolling. | Using pamphlets and a few movies less effective because it put a damper on the children. They had little to say. | "Let the children talk. Only lead (direct) the discussion, but let them talk." |
| Visual aids were used in showing how a table should be set or the proper order of utensils were--dishes and silverware were used. | | |

## IV. Evaluation:

### DESIRED OUTCOMES

My students were very immature socially. At the beginning of the year they were constantly arguing and incompatible.

I wanted them to see that they weren't the only ones with problems and that it was necessary to solve them.

I wanted them to have experiences they could relate with and see that other people also have feelings.

### OBSERVED OUTCOMES

The children were delighted. All had a chance to participate and all seemed to learn.

The practice was very successful. There weren't great sudden changes, but subtle changes.

### UNEXPECTED OUTCOMES OR PITFALLS

Using pamphlets and a few movies were less effective because it put a damper on the children. They had little to say.

Let the children talk!

## V. Materials and Resources:

A. Films and pamphlets on specific topics were obtained through the school audio-visual services. These materials were selected to correlate with the problems that pupils would raise in their discussions.

# PROMISING PRACTICES FOR IMPROVING CLASSROOM ATMOSPHERES AND PUPIL MOTIVATION FOR LEARNING

## Practice #20
## "Teaching About the Formation of Feelings of Prejudice"

A Cooperative Project of:
Michigan Department of Classroom Teachers

and

The Institute for Social Research
The University of Michigan

September, 1964

# PROMISING PRACTICES FOR IMPROVING CLASSROOM ATMOSPHERES AND PUPIL MOTIVATION FOR LEARNING

## Practice #20

## "Teaching About the Formation of Feelings of Prejudice"

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The Institute for Social Research
The University of Michigan

September, 1964

# Teaching About the Formation of Feelings of Prejudice

Contributing Teacher: Joan Chesler
Romulus Junior High
Romulus School System

## I. General Description:

I was interested in helping children in an integrated ninth grade classroom understand the basis, emotional meaning and universality of prejudice. I wanted the children to recognize that all people are prejudiced to a certain extent. Further, it would be helpful for children to appreciate the personal bases of prejudice and to be able to analyse their feelings from this viewpoint.

The class had been discussing the behavior of people who feel inferior or superior to others. They had read about prejudice before, but had not discussed it as it related to themselves. The teacher focused the disucssion on feelings of superiority and rivalry. The class found examples of rivalries between homeroom sections, high school athletic teams, colleges and universities in Michigan, and competition in boy-girl relationships. The feeling that one group or person was naturally better than another, from the point of view of a person in that group, was found to be an example of prejudice. The class felt that one important dimension of, and possibly the basis of, prejudice was pride in self and/or group.

A discussion of racial prejudice followed. Current television programs on this topic were used as a resource. One program, "East Side-West Side", prompted a discussion on the question, "Why do some people dislike Negroes?"

I. General Description: continued

The teacher reports that more than half of the students were very interested; for others the classroom discussion may have been too verbal and abstract, or too threatening. Four months later many of the students remembered the discussion and evidenced meaningful learning.

| PROCEDURE | ANTICIPATING POSSIBLE BARRIERS | SUGGESTIONS FOR OVERCOMING BARRIERS |
|---|---|---|
| II. Preparation: | | |
| Miscellaneous reading on the subject of prejudice was essential in the development of my own thinking.<br>Practice developed spontaneously during classroom discussion to exemplify a social studies text book reading on feelings of inferiority and superiority. | Teachers need to have considerable background in the nature of prejudice, its characteristics, origins, etc., and have had experiences which help them to be aware of their own prejudices and deal with them thoughtfully. | |
| Previous class discussions had taken place concerning prejudice. The easiest definition for them to understand was that prejudice means "pre-judging a person or group before you even get to know him or them." | | |
| The only diagnostic tool used was self-examination and the evokation and examination of common stereotypes of nationality groups. | Many pupils may have difficulty discussing their personal feelings at first. | It would have been helpful to administer a children's attitude scale on feelings of prejudice early, e.g., Bogardus Social Distance Scale. Then, discussions |

| PROCEDURE | ANTICIPATING POSSIBLE BARRIERS | SUGGESTIONS FOR OVERCOMING BARRIERS |
|---|---|---|
| II. Preparation: continued | | could have begun with the feelings of prejudice of the group and not necessitated immediate self examination. It would have helped illustrate that we often fear and distrust people who are different from us. This Social Distance Scale includes descriptions of "Wallonians" and other fictitious minority groups. People generally respond to these group names in a similar way irrespective of whether they are real or fictitious groups. |
| III. Practice: | | |
| Class was organized in two concentric circles. This helped them become more involved. | | |
| Class discussion first centering on group rivalries and competition, such as exists between various classes and schools. | Some students may begin making wisecracks. Other students may be fearful of expressing their feelings. | These students are probably threatened by the nature of the discussion or do not understand. Teacher needs to help children become comfortable in discussing these feelings. Children should understand that prejudice is something which everyone experiences. Racial prejudice should not be discussed until many other examples of prejudice have been discussed. |
| Feelings of one group toward other groups resulting from these rivalries were examined. | | |
| The feeling that one group was naturally better than another was illustrated as an important dimension of prejudice. | | |

III. Practice: continued

| PROCEDURE | ANTICIPATING POSSIBLE BARRIERS | SUGGESTIONS FOR OVERCOMING BARRIERS |
|---|---|---|
| This led to discussions of racial and national prejudice. | Discussion and understanding limited because it was only a one hour class discussion. | Could be expanded into a larger, more comprehensive unit. |
| Students were then asked to hand in a short written evaluation of their thoughts and ideas during discussion, what they had learned, what they disagreed with, and what still confused them. | | |
| One student began drawing a vicious picture entitled "The Jap". I took the picture using it to explain and illustrate the meaning of stereotypes. | Teacher doesn't have to rely on chance. | Students can be asked to draw pictures of nationality groups familiar to them. They could also describe in writing a communist ninth grade student. |

IV. Evaluation:

## DESIRED OUTCOMES

I was particularly concerned that the students reach a clearer understanding of their own feelings toward themselves and others, and understand the bases of these feelings.

I wanted them to understand that all of us are prejudiced in some ways; that we have learned these prejudices from others in our environment; and that prejudice often stems from justified or unjustified pride in yourself, your group's values, and sub-culture.

I wanted them to understand that prejudices are natural and that understanding your biases may help to confront them and become less biased.

IV. Evaluation: continued

## OBSERVED OUTCOMES

Pupil learning seemed quite successful although I did not use any standardized measures. Informal feedback indicated that many pupils learned the lesson.

When the discussion was referred to four months later, most of the students seemed to remember it and what they learned.

If it helped the pupils understand their own feelings and attitudes then it probably contributed to their mental health.

I felt that my pupils began to understand that prejudice was related to many everyday situations of interpersonal relationships of individuals and groups as well as to Negro-White problems.

They became somewhat more suspicious of their attitudes toward new people.

I was pleased that I had been able to teach them something of direct importance and relevance in their daily lives.

## UNEXPECTED RESULTS OR PITFALLS

The teacher must avoid being dogmatic and stifle discussion which may appose a particular point of view.

The teacher should avoid becoming annoyed with "jokers" who make wisecracks during discussion. This may be an indication that class is not sufficiently comfortable, discussion progressing too rapidly, or some children may not understand or be threatened by the discussion.

Racial prejudice should not be discussed until many other less threatening examples of prejudice have been mentioned. If they feel that prejudice is not natural and something everyone experiences they may begin to feel "bad" or guilty.

## V. Materials and Resources:

A. Classroom social studies text used was Randolph, Pixley, Duggan and McKinney, You and Your Life, Houghton Miflin, 1951.

B. Background reading on the nature of prejudice, how it originates, is passed on, and minimized through certain kinds of instrumental contacts.

C. A classroom diagnostic tool on attitudes and feelings of prejudice. The Bogardus Social Distance Scale might be appropriate if it is adaptable for this age group.

D. Knowledge of current television programs and children's reading material in this topic would be very helpful.

# APPENDIX D

## End of Feedback Meeting Summary Sheet

# APPENDIX D

## End of Feedback Meeting Summary Sheet

We hope you have enjoyed our presentation and found it informative. Move importantly, we hope that you will try to trace the implications of our findings for you and your school. For instance, what are some of the barriers to innovation and diffusion in your school? How can they be hurdled?

We have only briefly examined our findings. If you would like to study them in more detail, please let us know. Or, if you have any comments of suggestions, please get in touch with us. My number in Ann Arbor is 764-2552.

In the meantime, here is a short resume of our findings. You might find this useful for discussions with friends or for your own information.

DIFFUSION PROJECT FINDINGS:

(a) There is more adoption of teaching practices in schools in which teachers and principal communicate a great deal with each other. And, in which this communication flows in both directions.

(b) There is more adoption of teaching practices in schools in which the teachers perceive their principal to be "close" to them and supportive of their activities.

(c) Teachers who innovate and share most are seen by fellow teachers as:

enthusiastic about teaching
influential in the school
communicating frequently with other teachers

(d) In schools where teachers innovate and adopt each others practices most frequently, most teachers agree on how they see their realtionships with each other.

(e) From most to least likely to adopt are teachers who see themselves as:

those on the edge of large groups
members of small, 2 or 3 member groups
central members of large groups
isolates

(f) From most to least likely to innovate are teachers who see themselves as:

members of small, 2 or 3 member groups
isolates
those who are either on the edge of or are central to large groups

(g) Teachers who innovate most feel they have many resources for help in their school (journals, a friendly principal, helpful colleagues, etc.).

(h) There is more innovation in schools in which teachers participate in formulating the curriculum.

(i) Teachers who innovate most feel that their principal should have more influence over their school's curriculum than the school superintendent.

(j) The least innovative teachers feel that their principal has more influence over their teaching styles than they do themselves.

(k) There is more innovation in schools in which the principal accurately judges who the informal leaders on the faculty are.

# APPENDIX E

## Feedback Session Evaluation Form

# APPENDIX E

## Feedback Session Evaluation Form

## YOUR REACTIONS AND SUGGESTIONS

**We are very anxious to make these meetings as valuable as possible. To do so, we need your honest reactions to today's session. More importantly, how might we improve future ones?**

**Please answer the questions below as quickly and honestly as possible. All answers will remain strictly confidential. Please do not write your name on this form and do not discuss answers with each other.**

**Thank you very much for your cooperation!**

---

**Please check or circle the appropriate response to each question below, or fill in the blank.**

**Present school** ______________________________

**Position:** ____ **Teacher** **Grade (circle): K 1 2 3 4 5 6 JHS HS**

____ **Student Teacher**

____ **Principal**

____ **Other (please specify)** __________________

**I have been at my present school since:** ____________ **(year)**

**Highest academic degree earned:** _____ **High school diploma**

_____ **B.A., B.S.**

_____ **M.A., M.S.**

_____ **Ph.D., Ed.D.**

_____ **Other (please specify)** ___________

Below is a series of statements. To the right of each statement are five symbols: SD, D, ?, A, Sa. For each statement, if you

strongly disagree, circle the SD
disagree, circle the D
neither agree nor disagree, circle the ?
agree, circle the A
strongly agree, circle the SA

| | | | | | |
|---|---|---|---|---|---|
| The project's findings do not have much to do with my particular school. | SD | D | ? | A | SA |
| Changing things usually does more harm than good. | SD | D | ? | A | SA |
| Today's meeting stimulated me to find out more about what's going on in my school. | SD | D | ? | A | SA |
| Today's presentation might have been somewhat too jumpy to follow. | SD | D | ? | A | SA |
| These findings should help new teachers. | SD | D | ? | A | SA |
| I didn't take part in the original survey on which the findings are based. | SD | D | ? | A | SA |
| In the future, such meetings should have fewer participants. | SD | D | ? | A | SA |
| Even if I wanted to do something about the rate of innovation and diffusion within my school, I couldn't do much. | SD | D | ? | A | SA |
| The circles and X's on the slides became very confusing. | SD | D | ? | A | SA |
| I was surprised by the project's findings. | SD | D | ? | A | SA |
| I don't see how the findings will help my teaching. | SD | D | ? | A | SA |
| I acquired some useful knowledge today. | SD | D | ? | A | SA |
| Every school is different from every other school. | SD | D | ? | A | SA |
| Today's meeting would have been more valuable if we had actually discussed new teaching practices. | SD | D | ? | A | SA |
| Most so-called innovations tend to undermine student discipline in the classroom. | SD | D | ? | A | SA |

| | | | | | |
|---|---|---|---|---|---|
| Today's meeting provided a good oportunity to discover what my colleagues are thinking. | SD | D | ? | A | SA |
| There might have been too many slides shown at today's session. | SD | D | ? | A | SA |
| I never heard about the project before receiving your materials several days ago. | SD | D | ? | A | SA |
| It's hard to put much faith in these results. | SD | D | ? | A | SA |
| I would like to have more such sessions. | SD | D | ? | A | SA |
| It would be valuable for teachers to discuss the project's findings with their principal. | SD | D | ? | A | SA |
| It is difficult to apply these findings. | SD | D | ? | A | SA |
| I would like to explore the findings in more detail. | SD | D | ? | A | SA |
| The meeting's stress should not be on the findings themselves but on their implications. | SD | D | ? | A | SA |
| To actually understand a school system, you must actually work within it. | SD | D | ? | A | SA |

Below is a series of pairs of descriptions. Each pair is connected by a straight line. Please use these pairs of adjectives to describe today's meeting. Place a check mark at the appropriate point on each line.

Let's suppose you were describing a person whom you know, using the following pair of adjectives:

tall /______/______/______/______/ short

If the person were very tall, you would place your check mark on the diagonal closest to "tall." Like this--

tall /______/______

If he were very short, you would check a point close to the word "short." Like this--

______/______/ short

And, finally, if you would describe him as neither tall nor short, you would check the middle of the line, etc.

Now, please use this method to describe various aspects of today's meeting. Some pairs of adjectives may not seem to apply at all. But, use them to rate the meeting anyway.

### THE FINDINGS THEMSELVES WERE:

relevant /_____/_____/_____/_____/ irrelevant

hot /_____/_____/_____/_____/ cold

honest /_____/_____/_____/_____/ dishonest

unimportant /_____/_____/_____/_____/ important

clear /_____/_____/_____/_____/ unclear

sour /_____/_____/_____/_____/ sweet

### THEIR PRESENTATION WAS:

unclear /_____/_____/_____/_____/ clear

slow /_____/_____/_____/_____/ fast

smooth /_____/_____/_____/_____/ bumpy

short /_____/_____/_____/_____/ long

### THE DISCUSSION WAS:

valuable /_____/_____/_____/_____/ worthless

uninteresting /_____/_____/_____/_____/ interesting

free-flowing /_____/_____/_____/_____/ restrained

short /_____/_____/_____/_____/ long

cold /_____/_____/_____/_____/ hot

shallow /_____/_____/_____/_____/ deep

inhibited /_____/_____/_____/_____/ uninhibited

### MY INTEREST IN TODAY'S MEETING WAS:

high /_____/_____/_____/_____/ low

specific /_____/_____/_____/_____/ general

sustained /_____/_____/_____/_____/ intermittent

How might we improve future meetings? (Please be as specific as possible. For instance, should they be longer? Should we have fewer slides? How many people should attend?)

If your school did not take part in the study on which the findings were based, please answer the following questions. If your school did take part, that's it! Thank you very much.

If this study were done in my school, the results would probably be:

_____ about the same

_____ somewhat different

_____ very different

_____ can't tell

Why did you select this answer?

For the following statements, please indicate whether you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree by circling the appropriate symbol.

If this study were done in my school:

| | | | | | |
|---|---|---|---|---|---|
| the results would be more meaningful | SD | D | ? | A | SA |
| the results would be more interesting | SD | D | ? | A | SA |
| some people might find it threatening | SD | D | ? | A | SA |
| we could do much more with the findings | SD | D | ? | A | SA |
| the findings would be easier to understand | SD | D | ? | A | SA |

Do you think a similar study should be conducted in your school?

Yes ______

No ______

If you checked yes, what benefits do you think either you personally or your school would derive from it?

THANK YOU VERY MUCH FOR YOUR COOPERATION!

(Morse, 4/1/66)

# APPENDIX F

## Bibliography of Articles Published

## APPENDIX F

### Bibliography of Articles Published

1. Chesler, Mark and Fox, Robert. "Teacher peer relations and educational change," *NEA Journal*, Vol. 56, No. 5, May, 1967, pp. 25-26.

2. Chesler, Mark; Schmuck, Richard; and Lippitt, Ronald. "The principal's role in facilitating innovation," *Theory Into Practice*, Vol. II, No. 2, December, 1963. pp. 269-277.

3. Dennerll, Donald and Chesler, Mark. "Where do new teaching practices come from?...And where do they go?," *The Michigan Elementary Principal*, Vol. 39, No. 2, Nov-Dec, 1964.

4. Lippitt, Ronald; Fox, Robert; and Schmuck, Richard. "Innovating classroom practices to support achievement motivation and ego-development. Chapter 13 in *Behavioral Science Frontiers in Education*. E. M. Bower and W. G. Hollister, eds. N.Y.: John Wiley and Sons, 1967.

5. Lippitt, Ronald O. and Flanders, Mary Powell. "Sharing good teaching practices," *NEA Journal*, December, 1965, pp. 30-32.

# APPENDIX G

## Typical Series of Data Feedback Slides

# WHAT ARE WE TALKING ABOUT?

**INNOVATION**—Teachers try new teaching practices.

**DIFFUSION**—The spread of teaching practices from one teacher to another

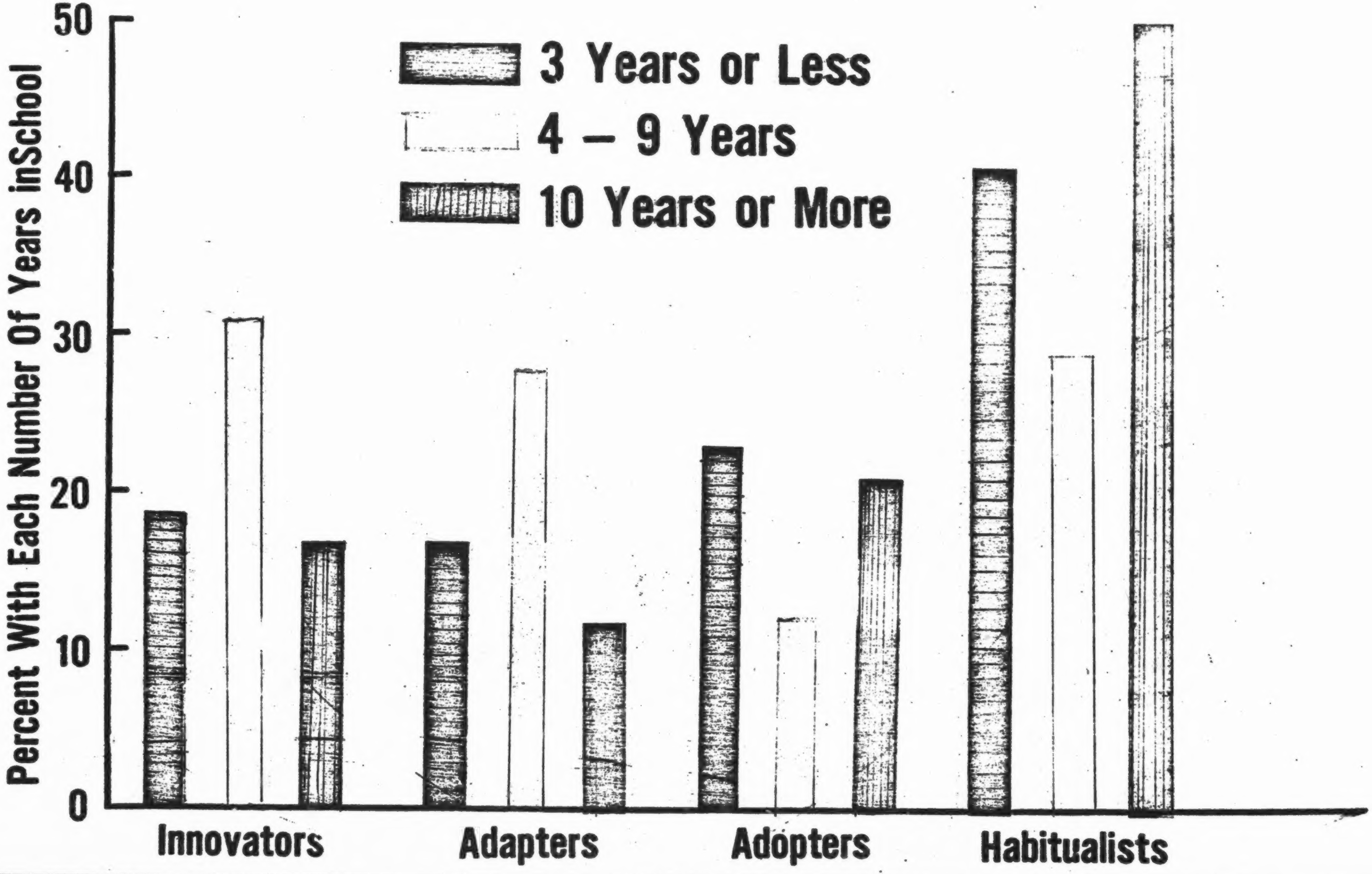
**ADAPTION**—Other teachers take these new practices and change them to suit their own teaching needs.

**ADOPTION**—Other teachers take new practices and use them without change.

**HABITUALISTS**—Use the "same old practices" all the time.

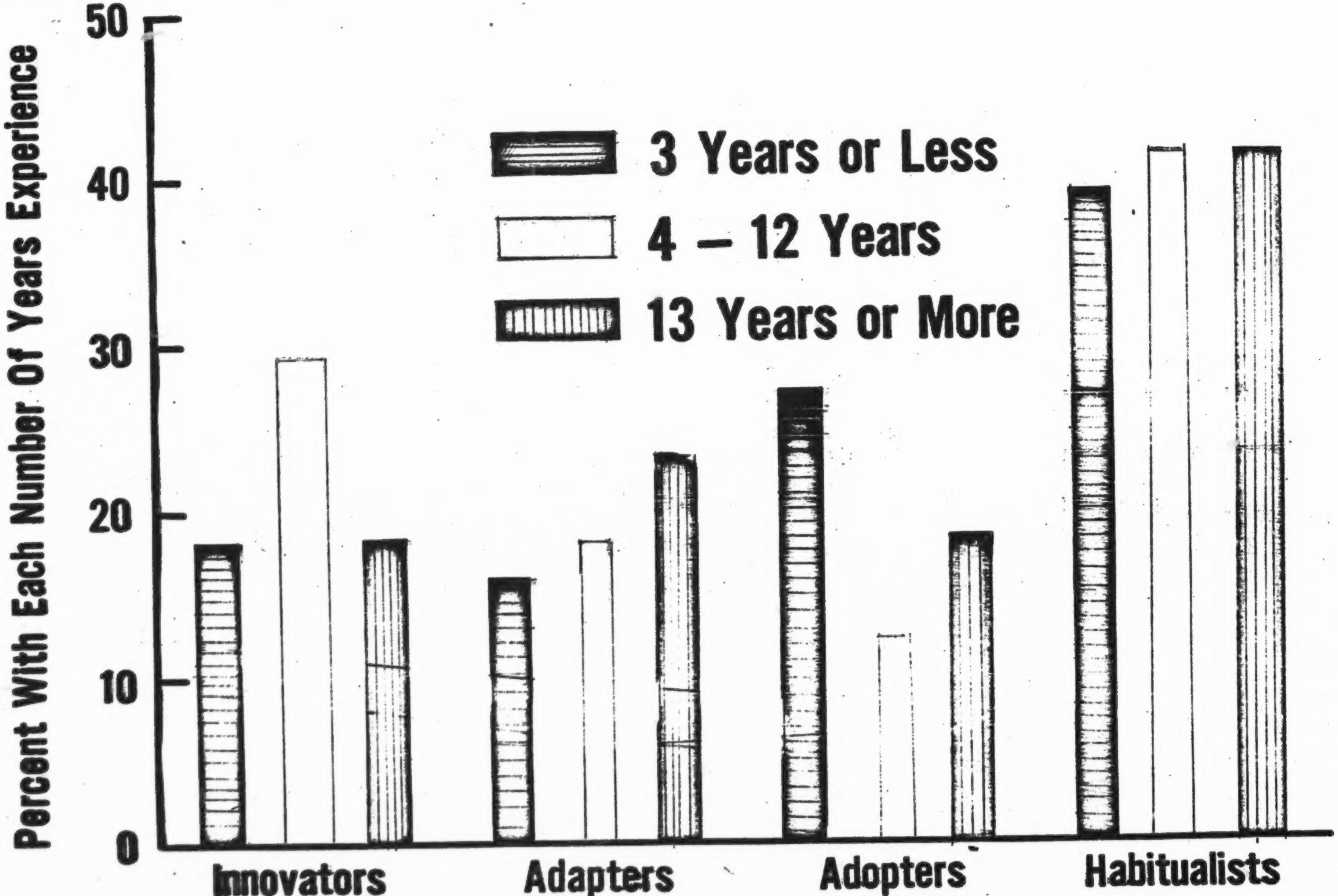
**WHAT IS THE RELATIONSHIP BETWEEN HOW LONG A TEACHER HAS BEEN IN HIS CURRENT SCHOOL AND HOW INNOVATIVE HE IS ?**

## RELATIONSHIP BETWEEN INNOVATION, ADAPTATION, ADOPTION AND HABITUALISM, AND NUMBER OF YEARS IN PRESENT SCHOOL



WHAT IS THE RELATIONSHIP BETWEEN HOW LONG A TEACHER HAS BEEN TEACHING AND HOW INNOVATIVE HE IS ?

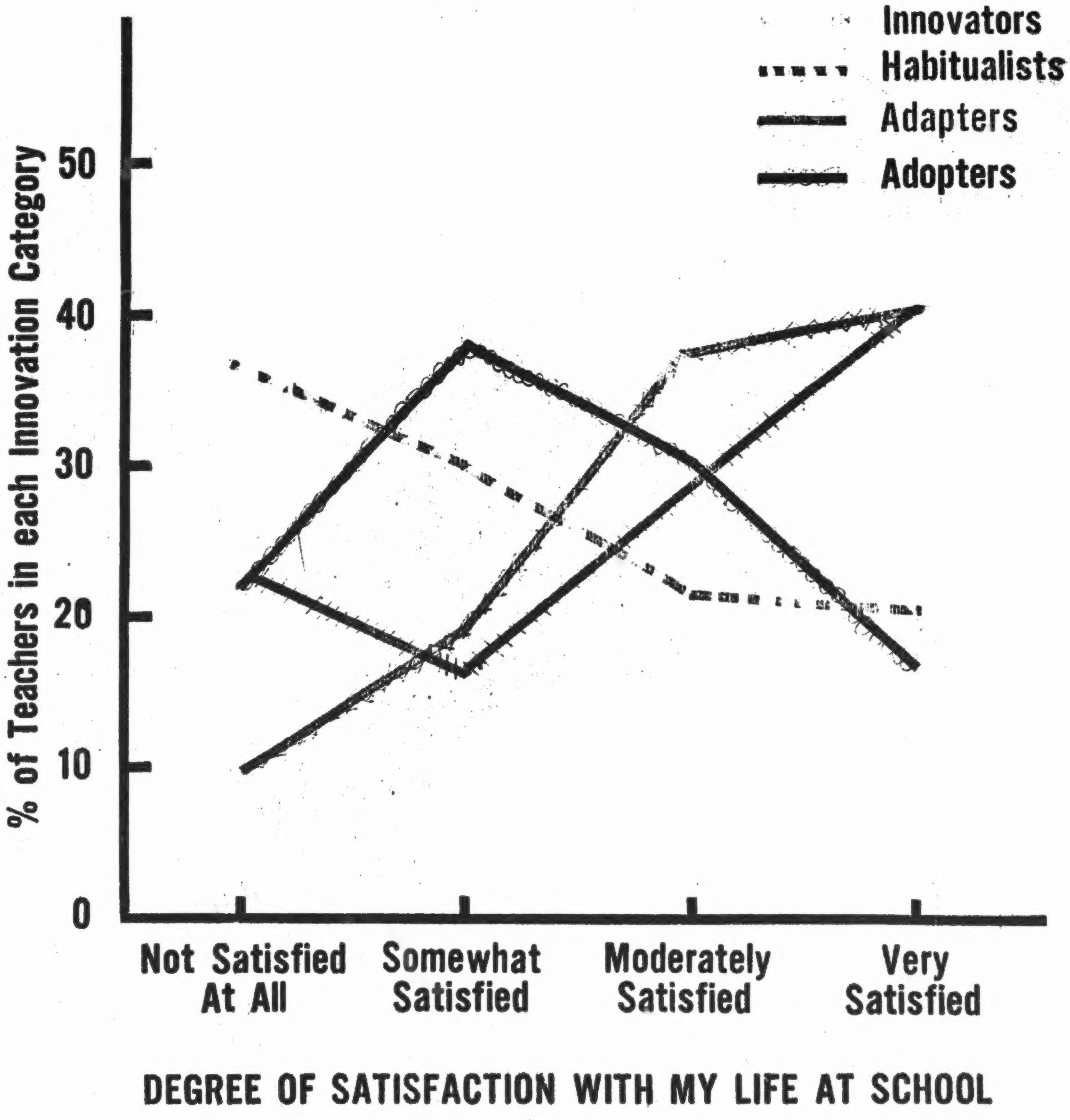
## RELATIONSHIP BETWEEN INNOVATION, ADAPTATION, ADOPTION, AND HABITUALISM, AND NUMBER OF YEARS EXPERIENCE IN TEACHING



# RELATIONSHIP BETWEEN AREA IN WHICH TEACHER SPENT MOST OF LIFE AND CLASSROOM ACTIVITY

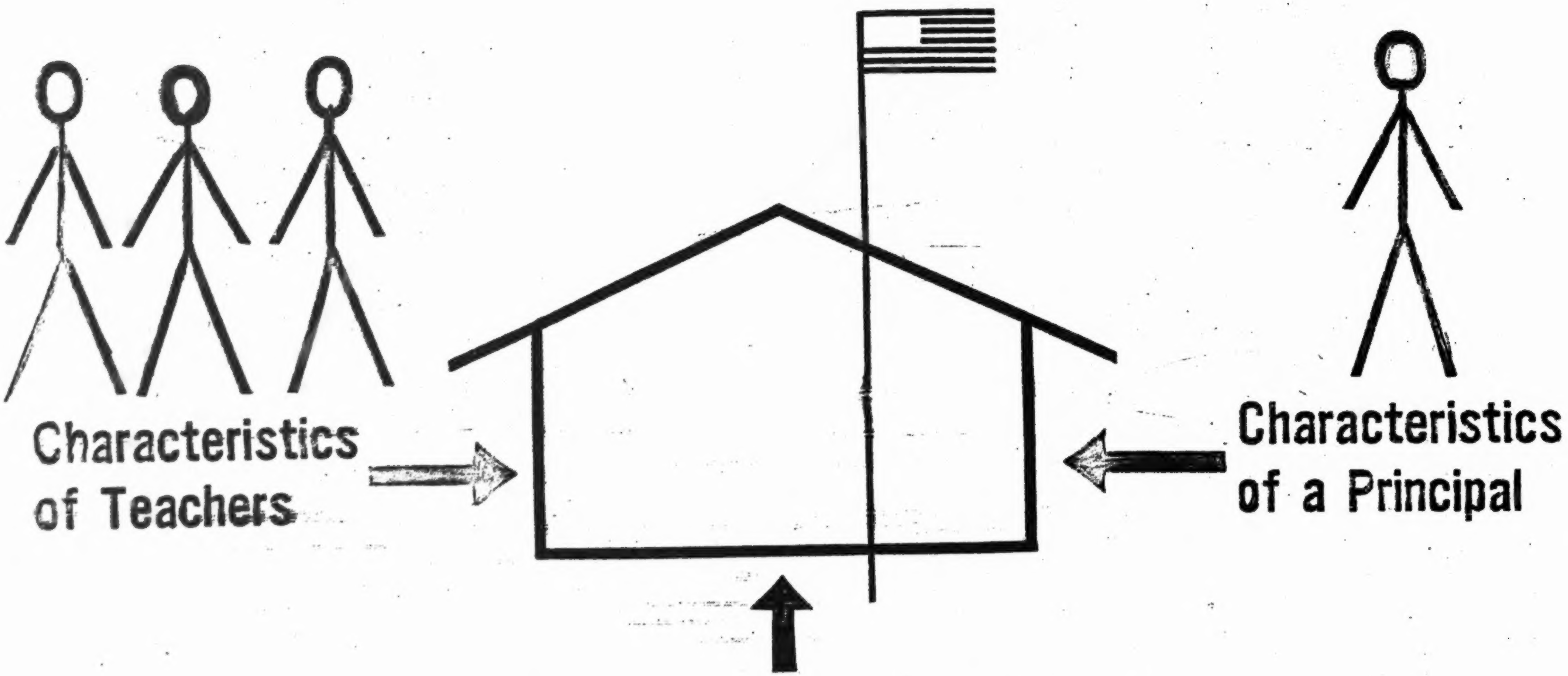
| AREA | HABITUALISTS | ADOPTERS | ADAPTERS | INNOVATORS |
|---|---|---|---|---|
| RURAL | 55% | 14% | 17% | 14% |
| URBAN (TOWN AND CITY) | 38% | 20% | 19% | 23% |

## WHAT IS THE RELATIONSHIP BETWEEN HOW SATISFIED A TEACHER IS WITH HIS CURRENT TEACHING SITUATION AND HOW INNOVATIVE HE IS ?



RELATIONSHIP BETWEEN TEACHER SATISFACTION WITH TEACHING SITUATION IN SCHOOL, AND INNOVATION

# What Influences Innovation And Sharing?



Characteristics of Teachers

Characteristics of a Principal

Staff Relationships in a School

1. Between Teachers
2. Between Teachers and Administrators

# DO THE SAME PERCENT OF TEACHERS IN EACH SCHOOL REPORT THAT THEY ARE INNOVATORS?

A FEW SCHOOLS IN THE SURVEY --

| School Code No. | % of Teachers Reporting Innovations |
|---|---|
| 01 | 88 |
| 02 | 50 ← |
| 03 | 74 |
| 04 | 71 |
| 05 | 53 |
| 06 | 100 ← |
| 07 | 80 |
| 09 | 62 |
| 11 | 77 |

## SOME REACTIONS, WHEN TEACHERS HEAR ABOUT A NEW PRACTICE--

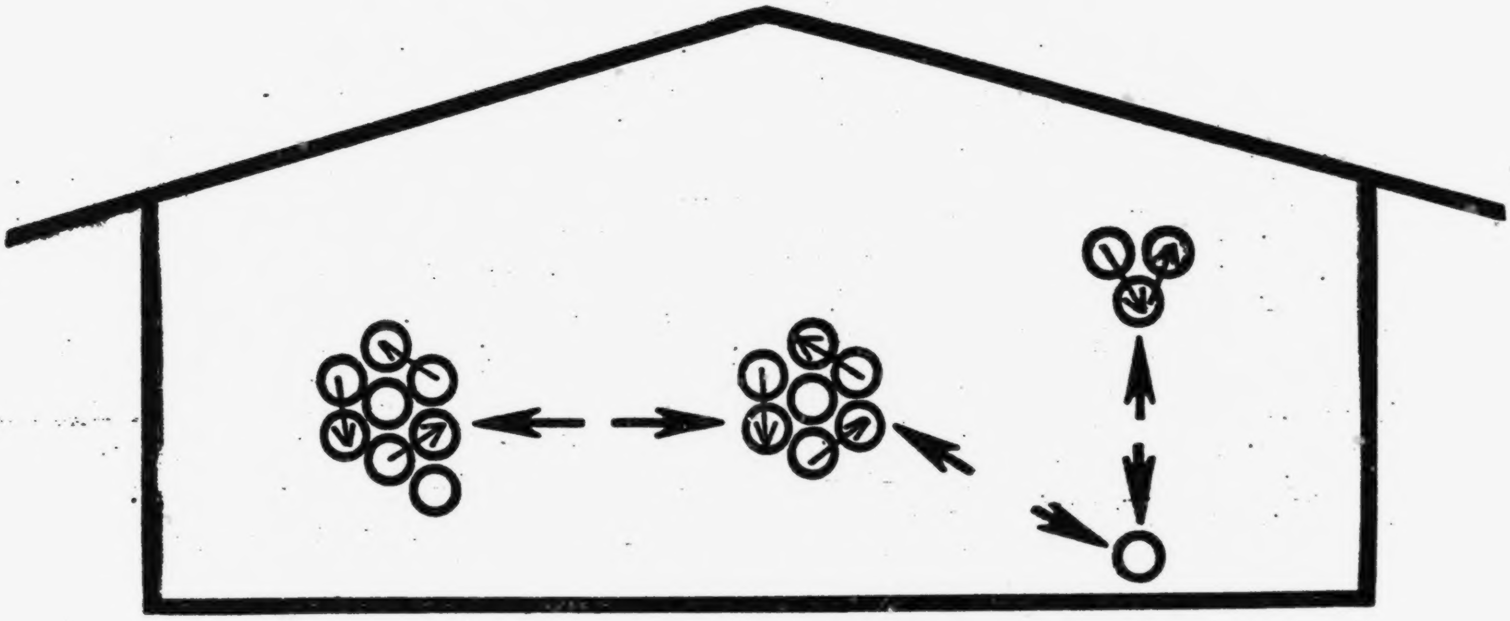
1. I like MY way best.
2. It is doubtful.
3. I am only hired to teach the 3 R's.
4. What does "Research" say?
5. It would not work for me.
6. Give me anything different.
7. Your idea sounds good.
8. I have all the answers—just come to me.
9. Would the Principal approve.
10. I have to ask the other teachers before I try it.

# HOW DO RELATIONSHIPS BETWEEN TEACHERS AFFECT:

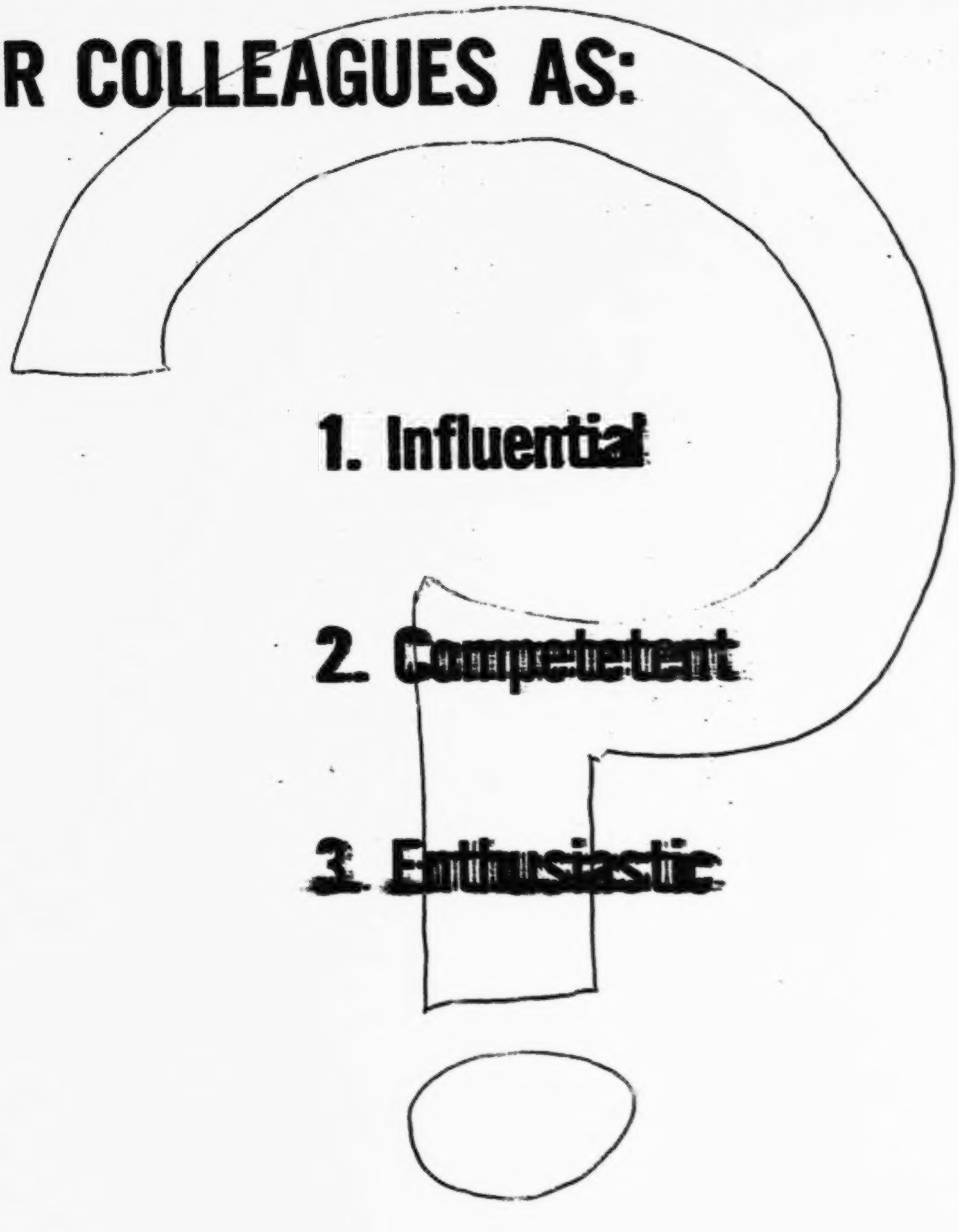
(a) Innovation?

(b) Adaptation?

(c) Adoption?



# TEACHERS WHO INNOVATE MOST ARE SEEN BY THEIR COLLEAGUES AS:



1. Influential

2. Competent

3. Enthusiastic

# POINTS TO PONDER

(1) What Implications Do The Following Findings Have For Our Particular School?

(2) What Can We Do About Them?

(3) Do We Need More Information About Our School?

(4) How Can We Get It?

WHAT IS THE RELATIONSHIP BETWEEN WHAT A TEACHER SELECTS AS THE MOST DESIRABLE OBJECTIVE FOR HIS SCHOOL AND HOW INNOVATIVE HE IS ?

## PERCENT OF INNOVATORS AND HABITUALISTS SELECTING EACH "MOST DESIRABLE" OBJECTIVE FOR THEIR SCHOOL